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New York City.
Education

FORTY-FIRST ANNUAL REPORT
—
OF THE
BOARD OF EDUCATION
OF THE
CITY OF NEW YORK
FOR THE
YEAR ENDING DECEMBER 31, 1882.
—

NEW YORK:
HALL OF THE BOARD OF EDUCATION,
CORNER OF GRAND AND ELM STREETS.

1883. 3

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NEW YORK:
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1030.

COMMITTEE ON ANNUAL REPORT.

GILBERT H. CRAWFORD, *Chairman*.
J. EDWARD SIMMONS, RUFUS G. BEARDSLEE,
FREDERIC R. COUDERT, WILLIAM WOOD.

NEW YORK :
WM. A. WHEELER, STATIONER AND PRINTER, 208 BROADWAY AND 154 FULTON
STREET.

1883.

BOARD OF EDUCATION

OF THE

CITY OF NEW YORK.

1882.

STEPHEN A. WALKER, *President.*

LAWRENCE D. KIERNAN, *Clerk.*

NAMES.	RESIDENCE.	PLACE OF BUSINESS.	TERM EXPIRES JAN. 1.
RUFUS G. BEARDSLEE.	47 West 55th, st.	106 Broadway...	1883
EUGENE KELLY.....	33 West 51st st.	45 Exchange pl.	1883
WILLIAM WOOD.....	4 West 18th st...		1883
HUBBARD G. STONE....	Grand Boulevard, near W. 60th st.		1883
JAMES FLYNN.....	Stevens House...	140 Nassau st....	1883
JOSEPH W. DREXEL....	103 Madison av..		1883
BERNARD AMEND.....	349 East 86th st.	95 East 4th st....	1883
DAVID WETMORE.....	119 Lexington av.	365 Greenwich st.	1884
STEPHEN A. WALKER..	8 East 30th st....	120 Broadway....	1884
HENRY P. WEST.....	155 Grand st....	183 Grand st....	1884
FERDINAND 'TRAUD....	169 East 81st st..		1884
FREDERIC R. COUDERT.	46 W. 20th st....	68 William st....	1884
FREDERICK W. DEVOE.	Fordham.....	Cor. Fulton & Wm.	1884
GILBERT H. CRAWFORD.	206 Eighth av....	229 Broadway....	1884
WILLIAM DOWD.....	30 West 52d st...	44 Wall st.....	1885
ISAAC BELL.....	26 West 22d st...	197 Greenwich st.	1885
WILLIAM BELDEN.....	841 Fifth av.....		1885
EDWARD PATTERSON...	19 East 45th st...	3 Broad st.....	1885
J. EDWARD SIMMONS..	28 West 52d st...	25 Nassau st....	1885
JACOB H. SCHIFF.....	35 West 57th st..	31 Nassau st....	1885
W. J. WELCH.....	211 Henry st....	211 Henry st....	1885

PRESIDENTS

OF THE

BOARD OF EDUCATION,

FROM THE DATE OF THE ORGANIZATION OF THE BOARD OF EDUCATION
IN 1842, TO THE PRESENT TIME.

GEORGE W. STRONG,	.	.	1842.
THOMAS JEREMIAH,	.	.	1843.
GERARDUS CLARK,	.	.	1844.
ISAAC A. JOHNSON,	.	.	1845.
TOWNSEND HARRIS,	.	.	1846, 1847.
ROBERT KELLY,	.	.	1848, 1849.
ERASTUS C. BENEDICT,	.	.	1850, 1851, 1852, 1853 and 1854.
WILLIAM H. NEILSON,	.	.	1855, 1858, April 5 to December 31, 1873, 1874 and 1875.
ANDREW H. GREEN,	.	.	1856, 1857.
WILLIAM E. CURTIS,	.	.	1859, 1860, 1861, 1862 and 1863.
JAMES M. McLEAN,	.	.	1864, 1865, 1866 and 1867.
RICHARD L. LARREMORE,	.	.	1868, 1869, and Jan. 1 to July 1, 1870.
BERNARD SMYTH,	.	.	July 1 to Dec. 31, 1870, 1871, 1872.
JOSIAH G. HOLLAND,	.	.	January 1 to April 5, 1873.
WILLIAM WOOD, LL.D.,	.	.	1876, 1877, 1878 and 1879.
STEPHEN A. WALKER,	.	.	1880, 1881 and 1882.

CLERKS

FROM 1842 TO THE PRESENT TIME.

JOHN A. STEWART,	.	.	June, 1842, to March 20, 1850.
E. B. FELLOWS,	.	.	March 20 to June 19, 1850.
ALBERT GILBERT,	.	.	June 19, 1850, to 1858.
THOMAS BOESÉ,	.	.	From 1858 to April 7, 1869.
JOHN DAVENPORT,	.	.	April 7 to May 12, 1869.
WILLIAM HITCHMAN,	.	.	May 12, 1869, to May 4, 1870.
LAWRENCE D. KIERNAN,	.	.	May 4, 1870, to date.

BOARD OF EDUCATION, 146 GRAND STREET, }
NEW YORK, Jan. 31, 1883. }

HON. FRANKLIN EDSON,

Mayor of the City of New York :

SIR—Herewith please find a copy of the Annual Report of the Board of Education, showing the operations of this Board for the year ending December 31st, 1882.

Very respectfully yours,

STEPHEN A. WALKER,

President.

LAWRENCE D. KIERNAN, *Clerk.*

The tenth subdivision of Sec. 3 of an "Act relative to Common Schools in the City of New York," passed March 31, 1854, requires the Board of Education "to make and transmit, between the fifteenth day of January and the first day of February in each year, to the State Superintendent of Public Instruction and to the Common Council of the City of New York, a report in writing, bearing date on the thirty-first day of December next preceding, stating the whole number of schools within their jurisdiction, specially designating the schools for colored children; the schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose; the length of time such shall have been kept open; the amount of public money apportioned or appropriated to said school or society; the number taught in each school; the whole amount of money drawn from the City Chamberlain for the purposes of education during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, from all other and what sources; the manner in which such moneys shall have been expended, and such other information as the State Superintendent of Public Instruction may from time to time require in relation to common school education in the City and County of New York; and the report which the Board of Education is hereby required to make shall be held and taken to be a full compliance with every law requiring a report from said Board, or any officer of the City and County of New York, except the City Superintendents, relative to schools in said City, or any matters connected therewith."

REPORT.

To the Superintendent of Public Instruction of the State of New York, and to the Common Council of the City of New York.

ONE problem of the highest importance to the Common Schools of this city, briefly noticed in the last Annual Report, remains practically unsolved.

School population continues far in advance of school house accommodation, and the progress which might have been made in the year 1882, towards closing the gap, was prevented by the Board of Estimate and Apportionment, which appropriated for the school year \$3,500,000, the Board of Education having asked for \$3,836,925. The effect of this reduction was to compel the School Commissioners either to reduce the salaries of teachers or to stop building new school houses, and they chose the latter alternative.

There is room here for little more than a brief reference to this important matter. It has been widely discussed elsewhere. The fact deserves attention that no items of the budget were pointed out for specific reduction, the Board of Estimate simply deducting \$336,925 from the amount proposed by the Board of Education, thus throwing upon the latter the entire responsibility of readjusting the expenditures of the year.

The calculation of the Board of Education was, according to its rules, based upon a report carefully prepared by the Finance Committee and subsequently debated at a regular meeting of the Board, item by item, and the particular facts showing the propriety of each amount inserted in the budget

were stated at length to the Board of Estimate and Apportionment by a special committee selected for the purpose.

Under these circumstances the estimate was cut down by the latter Board \$336,925, without giving any reasons, without designating where reductions should be made, and without stating by what process the sum of \$3,500,000 had been ascertained to be adequate to the necessities of the schools.

The general condition of the schools during the year 1882 will appear most clearly from the following brief summary :

The total average attendance in all the schools, including the Corporate Schools, the Training School and the Normal College, was 138,329, an increase of 3,769 above the year 1881.

The total number of scholars attending the same throughout the year 1882 was 289,917, an increase of 14,018 above the previous year.

In the Evening Schools, including the Evening High School, the total average attendance during the term of 1881-2 was 6,855, and the total number attending was 18,814.

This shows an increase of 670 above the average attendance of the term of 1880-1881, while the term which began in October, 1882, shows a decided increase above the attendance of 1881-2, facts which demonstrate the advancing popularity of these schools, and speak well for their efficiency.

The average attendance in the Evening High School during the term which began October 3, 1881, and ended April 3, 1882 (120 nights) was 951.

At the close of 1882 the whole number of professors and teachers employed in the schools was 3,544, an increase of 101 over the year 1881. Of these, 1,207 were graduates of the Normal College.

For reasons already stated, no new buildings were begun in

1882 ; but four school buildings, partially completed before January 1, 1882, were first occupied during the year.

A net increase of 3,110 sittings is reported by the Superintendent of School Buildings. Special attention is here directed to the very just criticism contained in his report, on the fallacy of supposing that the seating capacity of a school is an exact measure of the number of children who can be actually accommodated, when the by-laws of the Board of Education regarding instruction, the division of schools into grades, and the allotment of pupils to teachers, are complied with.

In November and December last, the course of study for Grammar and Primary Schools was the subject of long and thorough examination by the Committee on Course of Study, their labors resulting in several important changes. These changes particularly affected the study of Language, of Geography, and of United States History. In the first subject the study of technical grammar, that is, of parsing and analysis, has been confined within very narrow limits ; in Geography, besides a general rearrangement of the order in which different portions of the globe are to be studied, the rule has been established that in the lower grammar grades the subject shall be taught from maps and globes without text books ; and in United States History the course has been so modified that a general outline of the entire subject, from the discoveries to the present time, must be taught in the lowest grades in which the study is pursued. This change is for the benefit of scholars who leave school before reaching the higher grades, and who have hitherto only had an opportunity to become familiar with a portion of the subject. Algebra, Geometry and Perspective Drawing have been made permissible studies, and the whole course of study in Drawing has been simplified and reduced in requirements, both in Primary and Grammar Schools.

The Teachers' Manual, which interprets the course of study, has been made advisory and not mandatory, and is now undergoing revision under direction of the City Superintendent. Larger discretion has been conferred upon principals in respect to the time to be devoted to the various subjects of study. This change was recommended by most of the principals and teachers who were consulted by the Committee, and the opinion seemed to be general that the former by-law, which practically deprived principals and teachers of all discretion in the matter, was, to say the least, impolitic.

Upon the adoption of the revised Teachers' Manual, the full scope of the modifications in the course of study will be clearly understood. For example, one part of the general plan proposed by the Committee and adopted by the Board relates to the method of teaching the History of the United States. The Manual, carrying out the wishes of the Board, will direct that unimportant dates and insignificant details of every kind are to be omitted, or at least not committed to memory, and that, on the other hand, the attention of scholars is to be directed to the general features of the history of their country, to important events in close relation with their causes and consequences, and, finally, to those topics of the past which enable us most clearly to understand the history and institutions of the present.

In other words, it is hoped that by means of improved methods of teaching, the scholars attending our Common Schools may acquire a definite, coherent and (in outline) complete idea of the history of the United States, instead of a confused mass of isolated facts and dates, mostly of so little consequence that after a few weeks or months they have entirely escaped the memory.

Similar remarks apply to the subject of Geography. Hereafter the attempt will be made to discriminate between gen-

eral and important facts on the one hand, and trivial details on the other, and to give instruction only in the former.

In the study of Language, the action of the Board marks a decided departure from old forms and methods, since the correct use of the vernacular will be taught hereafter without the aid of parsing and analysis. To many it seems incredible that children can be taught to speak and write according to good usage, without memorizing the rules of syntax, but the experiment is now to be tried.

One object kept steadily in view in making most of the above changes, was to counteract the old and often observed tendency, to load the memory with material too trivial to be long retained, instead of improving the short time which most children can spare for school by developing their powers of observation and reasoning, and by imparting information which they can subsequently use and which for that reason they are not likely to forget.

That this object has been but partially accomplished, and that the present course is susceptible of vast improvement is freely admitted, but a step has been taken and progress has been made.

The following schedules contain the usual statistical information :

I.—WHOLE NUMBER OF SCHOOLS.

Normal College and Training Department.....	2
Grammar Schools for Males	46
“ “ “ Females	46
“ “ “ both sexes (mixed).....	11
Primary Department of Grammar Schools....	68
Primary Schools.....	45
Colored Schools.....	4

Evening Schools.....	27
Nautical School.....	1
	<hr/>
	250
Corporate Schools (Industrial Schools, Reformatories, Orphan Asylums, etc.).....	48
	<hr/>
Total.....	298
	<hr/>

II.—SCHOOLS FROM WHICH REPORTS HAVE BEEN MADE.

All the schools above named have, in accordance with the accustomed rule, presented reports to the Board of Education within the time limited.

The following Corporate and Asylum Schools have also reported :

1. The New York Orphan Asylum School.—Act passed 3d July, 1851 ; Sec. 22, page 40, of Manual Board of Education.
2. The Roman Catholic Orphan Asylum School.—Act passed 3d July, 1851 ; Sec. 22, page 40, of Manual Board of Education.
3. The Schools of the two Half-Orphan Asylums.—Act passed 3d July, 1851 ; Sec. 22, page 40, of Manual Board of Education.
4. The Schools of the Society for the Reformation of Juvenile Delinquents.—Amended Act of 3d July, 1851 ; Sec. 22, page 40, of Manual Board of Education.
5. The Schools of the Leake and Watts Orphan House.—Act passed 3d July, 1851 ; Sec. 22, page 40, of Manual Board of Education.

6. The School of the Association for the Benefit of Colored Orphans.—Amended Act of 3d July, 1851 ; Sec. 22, page 40, of Manual Board of Education.
7. The Schools of the American Female Guardian Society.—Act passed 3d July, 1851 ; Sec. 22, page 40, of Manual Board of Education.
8. The School established and maintained by the New York Juvenile Asylum.—Act passed June 30, 1851 ; as amended by Chap. 332, Laws of 1854 ; Sec. 30, page 65, of Manual Board of Education.
9. The House of Reception for Juvenile Asylum.—Act passed 30th June, 1851 ; as amended by Chap. 332, Laws of 1854 ; Sec. 30, page 65, of Manual Board of Education.
10. The School established and maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church. Chap. 405, Laws of 1855 ; page 63, of Manual Board of Education.
11. The School established and maintained by the Five Points House of Industry.—Chap. 405, Laws of 1855 ; page 63, of Manual Board of Education.
12. The Industrial Schools established and maintained under the charge of the Children's Aid Society.—Chap. 258, Laws of 1863 ; page 64, of Manual Board of Education.
13. The School established and maintained by the New York Society for the Relief of the Ruptured and Crippled.—Chap. 835, Sec. 3, of Laws of 1872 ; page 111, Manual.
14. Nursery and Child's Hospital.—Act passed April 17, 1866 ; page 65, Manual Board of Education.

15. Hebrew Benevolent and Orphan Asylum Society.—Act passed April 21, 1874.—Chap. 230, Laws of 1874, page 88, of Manual Board of Education.
16. Association for Befriending Children and Young Girls.—Act passed June 26, 1880.—Chap. 598, Laws of 1880.

A detailed statement of the average attendance and whole number of the scholars taught in the several schools and societies from which reports have been received, and the apportionment of school moneys for their support, as prescribed by law, are presented in tables accompanying this report :

III.—The whole amount of money drawn from the Comptroller for the purposes of Public Instruction during the year, the several amounts and services being distinguished as required by law, was, as appears by the vouchers sent to him for payment. \$3,558,304 33

Which was obtained from the following sources :

Balance for account of 1875 with the Comptroller, per last re- port.	\$9,600 04
Balance for account of 1878 with the Comptroller, per last re- port.	35,346 76
Balance for account of 1879 with the Comptroller, per last re- port.	54,486 51
Balance for account of 1880 with the Comptroller, per last re- port.	63,830 39

Balance for account of 1881 with the Comptroller, per last re- port.....	\$196,512 95	
Amount apportioned by the Board of Estimate and Apportion- ment for the year 1882, in- cluding amount paid the Corporate Schools, by direc- tion of the Legislature.....	3,500,000 00	
		<hr/>
Total resources for the liabilities of the years 1875, 1878, 1879, 1880, 1881 and 1882.....		\$3,859,776 65
		<hr/> <hr/>

The objects for which this money was expended are set forth in the following general statements ; for details, see Financial Report in Schedule No. 7.

By vouchers sent to the Comptroller, audited and approved,
viz. :

For account of 1875, viz. :

Furniture.....	\$17 91	
		<hr/>
		\$17 91

For account of 1878, viz. :

Erecting building in 46th street.	\$3,999 00	
Supplies Normal College....	82 34	
		<hr/>
		4,081 34

For account of 1879, viz. :

Painting Grammar School 72....	\$198 00	
Repairing Grammar School 62...	17 93	
		<hr/>
		215 93

For account of 1880, viz. :

Erecting buildings.....	\$29,057 56	
Taxes on hired buildings.....	152 30	
Expenses Ward Schools funds...	71 66	
Expenses Normal College.....	7 00	
Expenses Nautical School.....	6 25	
	<hr/>	\$29,304 77

For account of 1881, viz. :

Erecting buildings and special repairs.....	\$45,939 64	
Furniture and special repairs....	26,119 32	
Heating apparatus and special repairs.....	14,163 26	
Site, No. 66 Elm street.....	12,000 00	
Supplies, books, maps, &c., &c...	19,774 42	
Salaries of Teachers and Janitors, all schools.....	18,706 24	
Fuel.....	6,160 23	
Pianos for Ward School.....	250 00	
Support of Nautical School, wages, &c.....	1,753 76	
Shop account, wages.....	175 50	
Incidental expenses Evening and Colored Schools and Normal College and Board of Education.....	1,938 08	
Gas, for all schools.....	2,668 13	
Incidental expenses of Ward Schools and Clerks to Trustees	6,125 16	
	<hr/>	155,773 74
Total payments for account of preceding years.....		189,393 69

For account of 1882, viz. :

Site, altering and repairs to build- ings, &c. ; furniture and heating apparatus.....	\$116,198 64	
Salaries Teachers and Janitors in Ward, Evening and Col- ored Schools and Normal College, City Superintend- ents, Officers, Clerks of the Board, and Truancy Agents..	2,799,339 94	
Support of Nautical School....	26,724 48	
Fuel and Gas.....	100,926 04	
Pianos....	1,365 00	
Incidental expenses, Board of Edu- cation, Evening Schools, Colored Schools, Normal College, Ward Schools and contingencies, repairs, etc., etc.....	73,984 98	
Shop, wages, etc.....	2,367 91	
Supplies for the schools, books, etc.....	115,868 09	
Clerks to Boards of Trustees ...	4,642 03	
Rents of school premises.....	27,436 53	
Corporate Schools, State Appor- tionment.....	100,057 00	
	<hr/>	\$3,368,910 64
Total to date paid for account of the years 1875, 1878, 1879, 1880, 1881 and 1882.....		<u><u>\$3,558,304 33</u></u>

Leaving available for the liabilities of the years named :

Balance of Fund, 1875.....	\$9,582 13
Balance of Fund, 1878.....	31,265 42
Balance of Fund, 1879.....	54,270 58
Balance of Fund, 1880.....	34,525 62
Balance of Fund, 1881.....	40,739 21
Balance of Fund, 1882.....	131,089 36
	<hr/>
	\$301,472 32
	<hr/>

The balances with the Comptroller for years not represented in the above statement are :

For 1876.	\$37,155 16	
For 1877.....	56,815 04	
	<hr/>	
		\$93,970 20
		<hr/>

The liabilities are :

For 1880	\$5,900 00	
For 1881.....	481 74	
For 1882.....	113,090 36	
	<hr/>	
		\$119,472 10
		<hr/>

Statement showing the number of Scholars taught in the Schools under the jurisdiction of the Board of Education, and the average attendance for the last five years.

WHOLE NUMBER TAUGHT.

SCHOOLS.	1878.	1879.	1880.	1881.	1882.
Grammar Schools and Primary Departments.	168,651	171,248	174,575	185,886	193,277
Primary Schools.....	46,380	44,873	45,756	44,709	45,256
Colored Schools.....	2,071	1,763	1,359	1,317	1,146
Evening Schools.....	19,897	19,385	18,472	16,096	18,814
* Normal College, Saturday Sessions and Training Department.....	4,175	4,474	4,530	3,654	3,653
Nautical School.....	201	175	191	107	98
Total.....	241,375	241,918	244,883	251,769	262,244
Corporate Schools.....	22,798	22,245	23,061	24,180	27,673
Grand Total.....	264,173	264,163	267,944	275,899	289,917

AVERAGE ATTENDANCE.

SCHOOLS	1878.	1879.	1880.	1881.	1882.
Grammar Schools and Primary Departments.	87,785	89,588	91,122	95,089	98,004
Primary Schools.....	20,774	21,181	21,505	20,904	21,022
Colored Schools.....	858	675	571	551	501
Evening Schools.....	8,740	8,222	7,676	6,158	6,855
* Normal College, Saturday Sessions and Training Department.....	2,588	2,671	2,529	2,076	2,159
Nautical School.....	98	122	105	107	98
Total.....	120,843	122,459	123,508	124,885	128,639
Corporate Schools.....	9,816	9,407	9,588	9,675	9,690
Grand Total.....	130,659	131,866	133,096	134,560	138,329

* Saturday Sessions discontinued September 1, 1880.

NUMBER AND COST OF TEACHERS EMPLOYED IN THE PUBLIC
SCHOOLS.

- 57 Male Principals in Grammar Schools.
- 150 Male Vice-Principals and Assistants in Grammar Schools.
- 519 Female Assistants in Male Grammar Schools.
- 46 Female Principals in Female Grammar Schools.
- 561 Female Vice-Principals and Assistants in Female Grammar Schools.
- 111 Female Principals in Primary Schools and Departments.
- 1499 Female Vice-Principals and Assistants in Primary Schools and Departments.
- 1 Male Principal and 1 Male Assistant in Colored Schools.
- 3 Female Principals in Colored Schools.
- 21 Female Assistants in Colored Schools.
- 16 Male Principals in Male Evening Ward Schools.
- 182 Male Assistants in Male Evening Ward Schools.
- 1 Female Assistant in Male Evening Ward Schools.
- 9 Female Principals in Female Evening Ward Schools.
- 67 Female Assistants in Female Evening Ward Schools.
- 1 Female Principal and 3 Assistants in Colored Evening Schools.
- 77 Teachers of Special Subjects—Music, Drawing, French and German Languages.
- 7 Male Instructors, consisting of President and 6 Professors in the Normal College.
- 31 Female Teachers, consisting of Lady Superintendent and 30 Female Assistant Teachers in the Normal College.
- 27 Female Teachers in the Training Department of the Normal College.

27 Teachers, consisting of 1 Male Principal and 26 Male
 Assistants in the Evening High School.

204 Teachers in Corporate Schools.

3,621 Total Teachers employed.

And the cost of these several classes of Teachers, by annual salaries, is as follows :

For Male Departments of Grammar Schools....	\$807,650 00
For Female Departments of Grammar Schools.	501,353 20
For Primary Departments and Primary Schools,	1,048,150 00
For Special Teachers.....	67,700 90
For Colored Schools, Male and Female Principals and Assistants, Day and Evening.....	24,831 15
For Colored Schools, Special Teachers.....	1,260 10
For Male and Female Departments of Evening Ward Schools and Evening High School...	78,947 66
For President and Professors of the Female Normal College, and Principal and Assistants of the Training Department.....	93,156 76

STATE SCHOOL TAX.*

The following table shows the total amount of State School Tax levied for each State fiscal year during the past twenty-eight years, including 1882: the amount of State School Tax paid by the City and County of New York; the amount of State School Tax apportioned to the City and County of New York; the amount of the "State School Fund," paid to the City and County of New York; and the total amount received from the State for the Common Schools of the City and County of New York.

Year Commencing October 1—State Fiscal Year.	Aggregate State Tax for Schools of the State.	Amount of State School Tax paid by the City of New York.	Amount of State School Tax apportioned to the County of New York.	Amount received by the County of New York from the "State School Fund."	Total amount received from the State for the Common Schools in the County of New York.
1855.....	\$800,000 00	\$271,639 40	\$95,648 06	\$50,874 35	\$146,522 41
1856.....	1,072,362 83	383,805 37	152,345 06	60,544 49	212,889 55
1857.....	1,078,768 97	390,408 96	160,069 75	54,808 90	214,678 65
1858.....	1,052,853 75	398,416 98	153,582 95	53,750 00	207,332 95
1859.....	1,053,878 04	399,677 61	154,331 27	53,659 08	207,990 35
1860.....	1,064,473 15	412,559 00	159,109 91	52,859 08	212,768 99
1861.....	1,081,325 57	428,309 10	184,375 13	60,765 21	245,140 34
1862.....	1,080,802 72	412,218 23	195,651 15	54,965 84	260,616 99
1863.....	1,090,841 11	401,132 71	197,138 06	55,127 48	252,265 54
1864.....	1,125,749 90	432,000 12	205,304 13	55,592 09	260,896 22
1865.....	1,163,159 76	466,946 28	190,425 38	51,854 76	242,280 34
1866.....	1,148,422 22	455,088 27	194,186 65	53,234 93	247,441 58
1867.....	2,080,134 65	891,735 08	348,707 75	46,107 05	394,814 80
1868.....	2,207,611 42	997,758 14	374,637 64	47,579 28	422,216 92
1869.....	2,325,150 96	1,089,889 16	377,879 76	50,167 86	428,047 62
1870.....	2,458,751 48	1,160,354 33	393,312 54	49,335 02	443,247 56
1871.....	2,565,672 37	1,269,156 70	453,180 00	54,472 87	507,602 87
1872.....	2,610,784 31	1,301,567 04	457,364 94	54,196 98	511,561 92
1873.....	2,662,032 98	1,380,122 61	487,505 77	55,900 37	543,406 14
1874.....	2,711,634 84	1,382,445 86	498,374 01	55,817 98	554,191 99
1875.....	2,969,725 13	1,506,914 48	530,360 61	54,303 97	584,654 58
1876.....	3,832,834 09	1,503,983 85	543,926 75	52,704 43	596,631 18
1877.....	3,100,207 86	1,388,465 07	574,793 19	52,890 61	627,683 80
1878.....	2,927,326 72	1,382,156 92	536,279 88	52,287 33	588,567 21
1879.....	2,917,147 10	1,354,103 44	539,243 76	52,445 76	591,689 54
1880.....	2,862,088 12	1,322,993 97	540,949 97	52,233 01	593,182 98
1881.....	3,056,633 67	1,431,136 40	569,138 39	54,866 98	624,025 37
1882.....	3,062,050 82	1,444,055 37	572,028 33	35,271 44 +16,766 36 }	624,066 13
Totals.....	\$57,147,419 54	\$25,658 039 45	\$9,839,791 01	\$1,496,623 51	\$11,386,414 52

* This record has been compiled from records in the Comptroller's office and the office of the State Superintendent.

† Includes 2nd and 24th Wards, annexed to the city January 1, 1874.

‡ From United States Deposit Fund.

*Statement of the cost in each Department of the School System
for the year 1882:*

Male Departments of Grammar Schools.

Number of Teachers.		Amount.
57	Male Principals were paid for salaries..	\$156,750 00
31	Male Vice-Principals were paid for salaries	61,600 00
119	Male Assistants were paid for salaries..	181,100 00
519	Female Assistants were paid for salaries.	408,200 00
Total		<hr/> \$807,650 00

Female Departments of Grammar Schools.

46	Female Principals were paid for salaries.	\$81,100 00
31	Female Vice-Principals were paid for salaries	36,200 00
530	Female Assistants were paid for salaries.	384,053 20
Total		<hr/> \$501,353 20

Primary Departments and Schools.

111	Female Principals were paid for salaries.	\$171,550 00
70	Female Vice-Principals were paid for salaries	69,600 00
1,429	Female Assistants were paid for salaries.	807,000 00
Total		<hr/> \$1,048,150 00

The average attendance in the Male Departments of the Grammar Schools	23,102
The average attendance in the Female Depart- ments of the Grammar Schools...	19,844
Total average attendance in Grammar Schools.	<hr/> 42,946

The average attendance in the Primary Departments and Schools.....	76,080
Total average attendance in Grammar Schools and Primary Schools and Departments....	<u>119,026</u>
The teaching of 42,946 pupils in 1882, in the Grammar Schools, cost for salaries.....	\$1,309,003 20
Supplies for Grammar Schools cost.....	81,663 71
Total	<u>\$1,390,666 91</u>
Average cost per scholar, exclusive of special teaching	32 38
The teaching of 76,080 pupils in 1882, in the Primary Schools and Departments, cost for salaries	\$1,048,150 00
Supplies for Primary Schools and Departments cost	35,076 95
Total	<u>\$1,083,226 95</u>
Average cost per scholar, exclusive of special teaching.....	14 24
Salaries to Faculty, Tutors and Instructors in Normal College proper, amounted to.....	\$73,426 26
Supplies through the Depository.....	3,865 45
Total	<u>\$77,291 71</u>
Average attendance.....	1,190
Average cost per scholar.....	64 95
Salaries paid to Teachers in Training Department of Normal College... ..	\$19,730 50
Supplies through the Depository.....	1,335 24
Total	<u>\$21,065 74</u>

Average attendance of students.....	.969	
Average cost per scholar.....		\$21 74

For support of Nautical School.....		\$26,724 48
Supplies through the Depository.....		145 41

Total		\$26,869 89
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Average attendance.....	.98	
Average cost per scholar.....		274 18

Salaries paid in the Evening High School.....		\$16,457 50
Supplies through the Depository		1,128 91

Total		\$17,586 41
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Average attendance.....	973	
Average cost per scholar.....		18 07

Salaries paid Teachers in the Ward Evening Schools.....		\$62,490 16
Supplies through the Depository		4,646 85

Total		\$67,137 01
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Average attendance.....	5,795	
Average cost per scholar		11 59

Statement showing the Cost per Scholar in the Grammar and Primary Schools and Departments, Normal College and Training Department, Nautical School and Evening Schools, during the past seven years.

YEARS.	Grammar Schools.	Primary Departments and Schools.	Normal College.	Training Department.	Nautical School.	Evening High School.	Evening Schools.
1876.....	\$25 26	\$16 35	\$58 02	\$18 14	\$218 06	\$19 45	\$11 29
1877.....	33 35	15 36	50 95	20 25	262 89	17 52	11 59
1878.....	31 05	15 20	49 89	24 20	236 29	16 31	7 56
1879.....	31 20	15 27	52 08	23 41	190 10	17 02	8 18
1880.....	32 00	15 18	55 57	24 29	250 01	17 42	8 36
1881.....	31 72	14 39	66 09	25 63	249 14	18 38	11 66
1882.....	32 38	14 24	64 95	21 74	274 18	18 07	11 59

Statement showing the Amount paid for Compulsory Education and for the teaching of Special Subjects for the past seven years.

YEARS.	Compulsory Education.	Music.	Drawing.	German.	French.
1876. ...	\$15,593 23	\$14,425 71	\$23,100 00	\$2,115 90	\$19,384 10
1877.....	19,278 13	17,504 66	17,188 29	14,518 46	2,590 00
1878.....	12,301 75	12,871 80	23,340 86	13,597 15	2,555 00
1879.....	12,211 58	16,100 60	25,778 40	15,599 56	3,993 00
1880. ...	12,340 75	14,971 50	25,369 12	16,317 40	3,347 50
1881.....	11,041 92	16,040 00	30,175 63	20,170 89	3,900 00
1882.....	12,023 19	17,085 40	25,432 60	21,682 14	3,500 76

SCHOOL ACCOMMODATIONS.

Sites.

The following list of sites in possession of the Board, but not improved for school purposes, was published in the report for 1881.

1. One lot, 25 feet by $63\frac{1}{4}$ feet on Bedford street, in the Ninth Ward.
2. Site $100\frac{1}{2}$ feet by 125 feet, on the southeast corner of Sixty-eighth street and Lexington avenue, in the Nineteenth Ward.
3. Site 100 feet by $100\frac{1}{4}$ feet, on the northwest corner of First avenue and East Seventieth street, in the Nineteenth Ward.
4. Site $100\frac{1}{2}$ feet by 138 feet, on the northeast corner of Pleasant avenue and East One Hundred and Nineteenth street, in the Twelfth Ward.
5. Site 100 feet by $196\frac{1}{2}$ feet, on One Hundred and Fifty-seventh street between Washington and Courtlandt avenues, in the Twenty-third Ward.

The site on West Sixty-first street, which was declared in December, 1881, as being "no longer required for school purposes," has been sold for \$61,800, said sum being set apart to be expended in accordance with law.

During the year just closing, an additional plot $33\frac{1}{4}$ feet by 100 feet, on the west side of premises of Grammar School No. 39, in the Twelfth Ward, was purchased, making the entire site $183\frac{1}{4}$ feet front by 100 feet deep. Cost of additional plot was \$15,000.

An appropriation of \$40,000 has been made for the purchase of a site 127 $\frac{2}{3}$ feet on First avenue, by 94 feet on East Eighty-fifth street, in the Nineteenth Ward.

Provision has been made for the payment of \$35,000 "for the purchase of four lots of ground, with a church building thereon, 100 feet by 98 feet 9 inches, adjoining on the westerly side of Grammar School No. 33," in the Twentieth Ward.

The Committee on Sites and New Schools have reported in favor of purchasing certain premises on East Eighty-eighth street, in the rear of and adjoining premises of Grammar School No. 37, in the Twelfth Ward.

An application for authority to purchase an additional lot on Bedford street, has been made by the Trustees of the Ninth Ward, and referred to the Committee on Sites and New Schools.

BUILDINGS.

There have been no new buildings erected during the year.

The building known as No. 68 Pearl street, in the First Ward, purchased and fitted up for Primary School No. 15, has been in use since February last; the attendance in October last averaging 112 pupils. The entire seating in the building will accommodate about 250 pupils.

The entire building for Grammar School No. 72, on Lexington avenue between One Hundred and Fifth and One Hundred and Sixth streets, in the Twelfth Ward, was completed, and yet there is not room enough to accommodate the wants of the neighborhood.

The building of Grammar School No. 75, on Norfolk street, in the Tenth Ward, has been occupied since May last, and is in successful operation, the average attendance in October last being 1,330.

The building erected on the premises of Grammar School No. 49, on East Thirty-seventh and Thirty-eighth streets, in the Twenty-first Ward, was completed in May last, and affords excellent accommodations for six classes of Primary pupils.

Changes have been made in some of the school buildings, none of which have added to the number of sittings to an extent worthy of mention.

The total accommodations furnished during the year may be summed up as follows :

For Grammar School No. 72, 20 rooms, 1,000 sittings.					
"	"	"	"	75, 29	" 1,500 "
"	"	"	"	49, 6	" 360 "
"	Primary	"	"	15, 5	" 250 "
				—	—
Total.....				60	" 3,110 "

VENTILATION.

On page 34, Report of 1881, under "Ventilation," the "Annual Report of 1880" is referred to. In this article the Report of 1881 will be referred to, regarding certain methods there named, as requiring "at least one cold and one warm season," to fairly test them. It may now be said, that the provision made for better ventilation is to a certain extent useful; that is, the flues are of service in conducting air from the rooms with which they are connected, and with the aid of windows are of considerable use; but as furnishing sufficient ventilation of themselves, it cannot be said that they are entirely successful.

In visiting a school building thus furnished, and warmed by steam—direct radiation—thermometer outside registering 32

degrees, it was seen that every class room in the building had one or more window sashes lowered—from the top—from 6 to 24 inches, showing that the open windows are considered necessary, although the rooms are supplied with from 4 to 6 outlets each, say 10 by 14 inches, connecting with flues terminating above the roof of the building.

There has been no new device for improving the ventilation of buildings introduced during the year.

HEATING.

A portion of Grammar School building No. 49 was formerly heated by hot air furnaces, and the remaining portion by steam. The furnaces have been removed and the steam apparatus enlarged, so that the entire building, including the addition recently erected, is now comfortably heated.

The steam apparatus in Grammar School building No. 1, after a service of about eighteen years, was removed and a new one substituted.

The steam apparatus in Grammar School building No. 65 and 72 was enlarged, so as to properly heat the additions recently erected.

The apparatus in Grammar School building No. 75, referred to in the last Annual Report, was completed.

The school buildings of this city are heated by means of steam, hot water, hot air and stoves, and the cost of repairing and keeping the same in order has been about \$21,900.

Provision has been made for removing the hot air furnaces from Grammar School building No. 20, during the current year, and the placing of a steam apparatus therein.

SUPPLIES.

The following statement shows the cost of supplies delivered to the various schools, janitors, etc., through the Depository, during the past ten years :

Cost of supplies delivered in 1873.	\$177,220	61
“ “ “ 1874.	158,973	70
“ “ “ 1875.	160,512	37
“ “ “ 1876.	166,662	62
“ “ “ 1877.	140,029	57
“ “ “ 1878.	129,642	67
“ “ “ 1879.	135,380	34
“ “ “ 1880.	136,731	45
“ “ “ 1881.	138,913	79
“ “ “ 1882.	138,260	51

The average cost per scholar for supplies delivered to the schools during the past five years is as follows, viz. :

	1878.	1879.	1880.	1881.	1882.
Average Cost per Scholar for Male Depts...	\$2 08	\$2 09	\$2 12	\$2 03	\$1 99
“ “ “ “ “ Female Depts.	1 75	2 00	1 77	1 72	1 79
“ “ “ “ “ Prim'y Depts. and Schools.	49	49	49	47	46
“ “ for Janitors of G. S.	70 09	66 00	68 67	84 95	85 33
“ “ “ “ “ P. S.	29 78	35 14	29 89	41 75	40 23

TEACHERS AND SALARIES.

The whole number of teachers employed in the schools is 3,621, an increase of 101 over last year.

In the Grammar and Primary Departments, Primary Schools, Colored Schools and the Training Department, there are employed 2,996 teachers, an increase of 60 as compared with the previous year.

The increase in daily attendance in these schools was 2,983.

The teachers employed in actual class instruction numbered 2,781, and taught classes averaging 43 pupils each.

In the matter of salaries, no change was made during the year.

The rates fixed by the by-laws are as follows :

Male Departments.—To Principals in Schools having an average attendance for the preceding year of

150 or less.....	\$2,250 00
151 to 300	2,500 00
301 to 501.....	2,750 00
501 and upwards.....	3,000 00

To Vice-Principals in Schools having an average attendance for the preceding year of a grammar grade of less than 250.....	1,800 00
250 and upwards	2,000 00

To Male Assistants :

Where but ONE is employed, \$1,700.

Where TWO or more are employed, an average salary not exceeding \$1,500.

To Female Assistants, an average not exceeding \$800.

Female Departments.—The annual salaries paid to teachers in Female Grammar Schools are as follows :

To Principals in Schools having an average attendance for the preceding year of

100 or less.....	\$1,200 00
101 to 150.....	1,300 00
151 to 300	1,500 00
301 to 500.....	1,600 00
500 and upwards	1,700 00

To Vice-Presidents in Schools having an average attendance for the preceding year of a grammar

grade of less than 250	1,000 00
250 and upwards.....	1,200 00

To Assistants, an average salary not exceeding 725 00

Primary Departments and Schools.—The annual salaries paid to teachers in Primary Departments and Schools are as follows :

To Principals in Schools having an average attendance for the preceding year of

200 or less.....	\$1,000 00
201 to 400	1,000 00
401 to 500	1,300 00
501 to 600.....	1,400 00
601 to 850.....	1,500 00
851 to 1,000.....	1,600 00
1,001 and upwards	1,700 00

To Vice-Principals in Schools having an average attendance for the preceding year of

Less than 350	850 00
350 to 500 average.....	900 00

501 to 1,000	\$1,000 00
1,001 and upwards.	1,200 00
To assistants an average salary not exceeding..	600 00

No salary of an assistant teacher shall exceed that of a Vice-President of the same school.

Mixed Grammar Schools.—To Female First Assistants who teach the first grammar grade alone or in connection with other grades in Mixed Grammar Schools, where boys and girls are instructed in the same class, and where no male assistant is employed..... \$1,200

The average salary allowed for Grammar Schools is paid to the grammar classes, and the average salary for Primary Schools to the primary classes, and in Grammar Schools where boys and girls are taught in the same classes, the allowance to teachers is the mean between the allowance to female teachers in Male Departments and the teachers in Female Departments.

Principals of Fourteen Years' Standing.—All persons employed as principals of Grammar or of Primary Departments and Schools, who shall have been so employed for a period of fourteen years, and whose record for five years preceding the application shall be *excellent*, are paid not less than the following annual salaries, if approved by a majority vote of all the members of the Board of Education, viz. :

For Principals of Male Departments—Twenty-five hundred dollars	\$2,500 00
For Principals of Female Departments—Nineteen hundred dollars	1,900 00
For Principals of Primary Departments and Schools—Seventeen hundred and fifty dollars	1,750 00

A grade of Junior Teachers is established, whose salaries until they have had one year's experience, are fixed for males at \$700, and for females at \$400.

Salaries of Teachers of Drawing.—No salary paid to a teacher of drawing exceeds the rate of two dollars (\$2) per hour for the time actually employed in instruction.

Salaries of Teachers of Music, German and French.—No salary paid to a teacher of Music, or the French or German languages, exceeds the rate of one dollar and fifty cents per hour for the time actually employed in instruction.

Salaries of Principals and Teachers in Evening Schools :

Male Principals, per night	\$4 00
Male Teachers, Assistants, per night.....	2 50
Female Principals, per night.....	3 00
Female Assistants, per night.....	2 00

The salary of the Principal of the Evening High School is eight and one-half dollars per night, and of Teachers five dollars per night.

DISCIPLINE.

The general system of discipline continues unchanged : the punishments are reprimand, loss of conduct marks, detention after the school exercises of the day have ended, and, where the ordinary means fail, suspension. The whole number of suspensions in 1882 was 84, a decrease of 13 as compared with 1881, and a decrease of 56 per centum in three years. This record is a strong proof of the excellent discipline maintained by the great body of the teachers, there being less than 7 suspensions to every 10,000 in average attendance.

COURSE OF STUDY.

During the latter part of the year much time and care were expended by the Board in a searching inquiry into the requirements and practical working of the Course of Study for Primary and Grammar Schools, and in a thorough revision, which this investigation showed to be necessary. The principal reforms effected have been wrought by the rejection of certain studies and by a judicious pruning away of the useless elements of the studies retained. The new General Course of Study, a copy of which is included in this report, is of such a nature that all the schools of the city, whatever their local advantages or disadvantages may be, can readily and profitably meet all its requirements. Every effort has been made to render it as highly practical as possible. That no one portion of the city should have any undue advantage over another in this respect, all examinations for admission to the College of the City of New York, and to the Female Normal College, will be based strictly upon this General Course, no study not included therein being required for such admission. It will be seen upon inspection of this course that all its provisions and requirements would be necessary, even if neither of the two Colleges were in existence. Algebra, Bookkeeping, and the Outlines of Astronomy and Perspective Drawing, which were heretofore parts of the General Course, are stricken therefrom ; but one or more of these subjects, together with the elements of Plane Geometry, may be pursued as permissible studies under strict rules and regulations, as specially provided. Upon application of the Board of Trustees in any Ward such permissible studies may be introduced into any Grammar School, if in the judgment of the Committee on Course of Study such additional studies can be pursued without detriment to those of the General Course.

It is believed that the changes thus made in the Course of Instruction, both in its elements and in its adjustment to the schools, will be of great and permanent benefit to the whole system of Common Schools of the city.

GERMAN AND FRENCH.

In 86 of the 103 Grammar Departments either German or French is taught. German in 75 and French in 11. The number of special teachers employed to instruct in these languages is 29. The study of French and German forms a part of the regular course, and where pursued constitutes a part of the requirements of only the 4th, 3d and 2d Grammar Grades. The fact that the number of departments in which these languages are studied was last year three greater than it was the year before, would seem to indicate an increase in their usefulness and popularity.

SCHOOLS FOR COLORED CHILDREN.

The "Schools for Colored Children" are the following: Nos. 1, 3 and 4. They are mixed schools—that is, the departments and classes comprise both sexes.

Colored School No. 1 is located in Mulberry street, near Grand; No. 3 in West Forty-first street, near Seventh avenue, and No. 4 in West Seventeenth street, near Sixth avenue. Nos. 1 and 4 have Primary and Grammar grade classes, each school being in charge of a Principal, with several assistants. No. 3 has two departments, Grammar and Primary, each under a Principal, with several assistants.

Four Principals and twenty-two assistant teachers—exclu-

sive of special teachers of Drawing and Music—are employed in these schools.

The average attendance of pupils for the year 1882 was 501, being 50 less than it was for the year 1881.

For several years past the attendance at these schools has steadily decreased. This decrease is mainly due to the fact that all the Public Schools are, by law, now open to children without distinction of race and color. Many parents and guardians of colored children, therefore, avail themselves of their privileges in this matter.

EVENING HIGH SCHOOL.

This school was established to meet the wants of a large class of young and middle aged men, who had found by experience that they needed instruction more advanced and of a more practical character than that given in the other evening schools.

The school was opened in October, 1866, and has, during the sixteen years of its existence, offered such opportunities for the acquirement of useful and practical knowledge as are, perhaps, unsurpassed. The attendance is voluntary, and great credit is due to the students, who sacrifice personal ease, amusement and social enjoyment, that they may obtain an education which will enable them to perform the duties of their various callings in a more intelligent, more thorough, and more skillful manner.

The examination, registration and classification of applicants for admission were begun on Monday evening, September 19th, and were continued during the usual period of two weeks. Of about three thousand applicants, sixteen hundred and fifty-five were found qualified for admission. The term

commenced on Monday evening, October 3, 1881, and ended on Monday evening, April 3, 1882. The average attendance for the whole term of one hundred and twenty nights was 951. The average age of the students was over 20 years, the oldest being 56 and the youngest 14. There were 69 students who did not lose a single lesson by absence.

Students who have made satisfactory improvement in their studies, and who have not been absent more than fifteen evenings, are entitled to certificates; and those who have received three annual certificates are entitled to diplomas; three hundred and ninety-eight certificates and forty-nine diplomas were awarded at the close of the term.

Table showing the studies, the average attendance, the number of instructors, and the average age of the students in each study.

STUDIES.	Average Attendance.	Number of Instructors.	Average age of Students.
Latin, History and Political Science.	38	1	22
Reading and Declamation, 3 eve's w'k	39	1	23
English Grammar and Composition.	92	1	21
German.....	111	2	21
French.....	75	2	19
Spanish	51	1	19
Architectural and Mechanical Drawing.....	57	1	21
Free-hand Drawing.....	100	1	18
Penmanship.....	93	1	18
Phonography.....	85	1	21
Mathematics.....	30	1	20
Arithmetic.....	293	4	18
Bookkeeping.....	372	5	19
Chemistry, 1 hour per evening.....	11	1	21
Anatomy and Physiology.....	21	1	24

EVENING SCHOOLS.

The system of organization and instruction in the Evening Schools continues as it existed at the close of the year 1881. Pupils between the ages of thirteen and eighteen years may be admitted to Schools for Juniors, pursuing therein a course of instruction in eight grades. Pupils aged sixteen years and over may be admitted to Schools for Seniors, which schools have an optional course of Reading (including Spelling and Definitions), Arithmetic, Penmanship, Bookkeeping and Composition, no pupil being permitted to select more than two subjects.

In both classes of schools foreigners, without regard to the age limit, were taught English; more than one-third of the Evening School pupils were German, French, Italian, Bohemian, and other residents intent upon mastering the difficulties of the English language.

So great has been the demand for instruction of this kind, that a new Evening School has been established in the building of Grammar School No. 8, in Grand street, and it has proved a decided success, a very large proportion of those attending being Italians living in the vicinity.

The examinations of the several schools show that the grade of scholarship is steadily improving, and that the discipline continues decidedly excellent.

The advantages of the present system, and the marked care shown in the selection of teachers, and in the retention of those of proved ability and faithfulness, have placed the Evening Schools on a basis of economy and efficiency that fully justifies the expenditure of the moneys set apart for their support.

The average attendance has increased 670 over that of 1880-1881.

NORMAL COLLEGE.

Notwithstanding the change from a three to a four years' course of study, the registered number of students in the College proper, has increased from twelve hundred and fourteen (1,214) in 1881, to fourteen hundred and thirty-five (1,435) in 1882, and the average attendance from eleven hundred and twenty-seven (1,127) to eleven hundred and ninety (1,190). At the end of the college year, that is, at the commencement in June 1882, for the first time since the establishment of the Normal College, no students were graduated as teachers. The forty-nine (49) post-graduates had been licensed to teach the previous year. This important change, from a three to a four years' course of study, will be of great benefit to the Public Schools. It will effect a considerable reduction in the number of graduates, until the supply will probably only meet the demand for teachers to fill the vacancies in the schools; it will allow the apprentice-teachers an additional year in which to grow stronger in mind and body; and it will permit more time and attention to be given to the study of the art and science of teaching, and to practice in the Training Department.

At the examination in June for the admission of candidates from the Female Grammar School, six hundred and sixty (660), received an average of seventy-five (75) per centum, or more, and were, therefore, admitted to the Introductory Class of the College. In round numbers, about seventy (70) per centum of all the applicants were successful. By allowing candidates the benefit of the fractions between seventy-four (74) and seventy-five (75), by the correction of slight but inevitable mistakes, and by a subsequent examination in September, held for the purpose of affording candidates from Private Schools an opportunity to compete for admission, the number of ad-

missions was increased to seven hundred and fourteen (714). Only four (4) candidates from Private Schools succeeded in passing the examination. The following is a comparison of the results of 1881 and 1882 :

	1881. Average.	1882. Average.
Algebra	74.....	67
Arithmetic.....	85.....	84
Geography.....	83.....	81
Grammar.....	84.....	87
History.....	83.....	81
Spelling.....	92.....	93
Drawing.....	71.....	88
General Average...	81.....	83

These are the averages of the successful candidates subject by subject and in the aggregate. The questions—particularly on the algebra paper—were slightly more difficult in 1882 than in 1881; and yet the general average is one and two-sevenths ($1\frac{2}{7}$) higher. The candidates' papers revealed the fact that the management and instruction in the Female Grammar Schools are of a very high character and worthy of all commendation.

The Training Department of the Normal College in its two-fold character, as a School of Practice for the under-graduate, and as an ordinary Grammar and Primary School for the education of children in the neighborhood, has been very successful during the year just closed. The pressure for admission has been so great and annoying that the committee on the Normal College was compelled to adopt measures to

protect the children already in the department from the evils of overcrowding. In some other States of the Union, parents have so strongly objected to having their children experimented upon by inexperienced teachers, that Training Schools have there been abandoned ; in New York, the experimental work has been so arranged and conducted that instead of being an injury to the children, it has become a benefit. So much is this the case that parents from almost every section of the city have been clamoring for the past year for the admission of their children. During the past year five hundred and eighty-eight (588) pupil-teachers have practiced the art of teaching in this department under the supervision of the President, Superintendent, a teacher of methods of instruction and twenty-four critic-teachers, who are held responsible for the well-being of the children committed to their care in the several classes. The average registered number for the year was eleven hundred and forty-nine (1,149), and the average attendance nine hundred and sixty-nine (969). During the previous year, the average registered number was eleven hundred and fifty-one (1,151), and the average attendance nine hundred and forty-nine (949).

The instruction in the different departments of study has been, on the whole, satisfactory, and the Professors and Tutors have worked diligently and cheerfully to improve the College and extend its usefulness.

NAUTICAL SCHOOL.

The school term began on November 13, 1881, and ended April 10, 1882. The course of studies as prescribed in the by-laws were pursued during the term. To better enable the boys to take up the study and practice of navigation at sea, a

preliminary course on navigation was given. The summer cruise of the ship was a very successful one. At sea the boys were thoroughly exercised and instructed in the duties of seamen. Forty-five boys were graduated; of this number thirty-six have gone to sea, and a number have obtained employment and are waiting their vessels' readiness. The monthly average attendance has been 98.

THE COLLEGE OF THE CITY OF NEW YORK.

On Commencement Day, June 29, 1881, there were on the rolls of the College 882 students, classified as follows:

In the Senior Class	47
“ Junior “	68
“ Sophomore Class	123
“ Freshman “	171
“ Sub-Freshman Class { Coll., 285 } One year, 188 }	473
Total	882

During the first term, ending January 27th, 1882, there left, or were dismissed—

From the Senior Class	2
“ Junior “	15
“ Sophomore Class	24
“ Freshman “	26
“ Sub-Freshman Class { Coll., 17 } One year, 28 }	45
Total	112

During the second term, ending in June, there left, or were dismissed—

From the Senior Class.....	0
“ Junior “	1
“ Sophomore Class.....	10
“ Freshman “	14
“ Sub-Freshman Class { Coll., 27 } { Com. 47 }	74
Total.....	99

The examination for admission took place June 5th, 6th and 7th. Of the 870 applicants, 401 were admitted on probation to the Sub-Freshman Class.

The examination for advancement was held from May 31st to June 2d, and from June 12th to 16th, inclusive. When the results had been ascertained and collated, 44 members of the Senior Class were recommended to your Board for graduation.

Of the Junior Class	42	were	advanced
Sophomore Class.....	67	“	“
Freshman “	79	“	“
Sub-Freshman Class.....	154	“	“

and 49 left from the Commercial division, receiving certificates that they had completed the prescribed course to the satisfaction of the Faculty.

The 44 Seniors recommended by the Faculty were graduated. There are left on the rolls of the College 874 students, viz :

In the Senior Class.....	45
“ Junior “	71
“ Sophomore Class.. ..	93
“ Freshman “	198
“ Sub-Freshman Class { Coll., 308 } { Com., 159 }	467
Total.....	874

During the past few years important changes have taken place in the Departments of Greek, Philosophy, Drawing and Natural History, and concerning these changes the following report has been submitted :

The changes in the course of the Greek Language and Literature since the accession to the chair of the present professor may be summed up briefly, as follows: While the method of instruction is different, the text books used as helps have in part been changed, so that those beginning the study of Greek might use books not only simpler, but more in accordance with the linguistic researches of the last quarter of a century ; and in part rearranged, so as to better suit the increasing age and proficiency of the students. The practice in Prose Composition has extended from one to three years. The course in the upper classes has been made more varied by a change of authors, or in the works of authors, from year to year ; and, finally, lectures on the Greek Language and Literature, as required by the by-laws, have been given for the first time since the organization of the College.

* * * * *

The course in the Department of Philosophy has been substantially reshaped by changes in the order of arrangement and method of treatment of the subjects studied. The time allotted to Philosophy is distributed through three years of our College Course, commencing with the Sophomore year (time two hours per week ; in the Junior and Senior years, three hours). Revision of the scheme of study has been made, with a view to better adapt topics and their treatment to the age and advancement of students, and to follow in the order of arrangement a natural development of thought.

In detail, the study of Philosophy, in the first term of the Sophomore year now commences with the elements of Logic,

formerly with Moral Science. * * * * * Jevons's Lessons (substituted for Whately), proves an admirable introductory manual, and is studied with profit and interest.

While the Psychology and Metaphysics of Ethics is evidently a study too abstract to be carried far to good advantage in the Sophomore year, yet it has seemed desirable that ethics in some form should be retained in this stage of the course.

* * * * *

Portions of Whewell's Elements of Morality, Vol. 1, furnish a text book for study and discussion ; e. g., Book II, (" Jus."), which compares the moral conceptions of different nations as exhibited in the definitions of the principal classes of rights in their systems of law, especially Roman and English Law ; and in Book III, (Morality), such topics as " Progressive Standards of Morality," " The State," " Justice," " Humanity," etc.

Constitutional and International Law and Political Economy, formerly Senior studies in this department, have been substituted in the Junior Class for Mental Science, transferred to the Senior year. The exchange has proved manifestly advantageous. Questions of Law, Government and Social Economy address an existing interest and lead the mind on toward, while it is maturing for, the more abstruse inquiries of Philosophy. Acquaintance with the exact forms and careful discriminations of Constitutional Law, constitutes in itself a valuable logical discipline. The subject is discussed in the class room with reference to the principles of political science. Cooley's Principles of Constitutional Law has been substituted as a text book for Kent's Commentaries, the latter being retained for reference.

International Law is briefly studied, in a summary review

of the modern rules and usages, and the prominent events in the history of the development of the International Law.

Political Economy occupies the second term. Instruction is given by means of a number of lectures, interwoven with, and supplemental to a topical study of Bowen's Political Economy; use has been made of the Finance Reports of the current year, furnished to one class, and papers have been prepared and read by the students on assigned topics. The lectures given have treated such topics as The Wages Question; Socialism; Money in the United States; on Production and Revenue, &c.

During the Senior year instruction is given in Psychology and Metaphysics, by lectures and by text books, used topically. Full explanations are given; free discussion of the positions taken is encouraged. Mill's theory of causation was last year formally debated before the class by appointed debaters.

* * * * *

Though the history of Philosophy is not consecutively taught, yet in connection with topics as they arise, the student is made acquainted with characteristic doctrines of leading schools and representative thinkers. And a general view is given, by lectures, of the questions which divide philosophers, and the positions held by contemporary or recent thinkers. Mr. Spencer's application of the theory of evolution in mind and morals is in some detail explained and criticised.

Several graduates of the last year are continuing their reading on philosophical questions under guidance of the Professor; meeting him statedly to read essays on and discuss the subjects and authors studied.

* * * * *

DRAWING.

In the Sub-Freshman class the first term was wholly devoted to the drawing in outline of Plane Geometrical Shapes ; now due allowance is made for the work done in the Public Schools, and the College work begins where the school work ends. The practice is in outline drawing from ornament and classic models in elementary perspective from the round and surface shading of the same. The second term is advanced work of a similar character, the work being adapted as far as possible to *individual* ability, originality at the same time being encouraged.

In the Freshman class practice in the use of instruments has been introduced by requiring, in addition to the theoretical work of Descriptive Geometry, the drawing of the higher mathematical curves and the elementary forms employed in architecture, carpentry, &c. In the second term advanced work in shading *à deux crayons*, has been introduced in connection with the study of the theory of light and shade, and practical examples in perspective from the round.

The Sophomore class begins at once with drawing from the cast, instead of devoting the earlier part of the year as formerly to the preliminary work of shading geometrical solids, work which, according to present arrangements, is accomplished in the Freshman class. As in the Sub-Freshman class the work is graded as far as practicable, according to the ability displayed by the student, and no restraint is put upon advancement to tasks far beyond the average work of his fellow-students. The introduction of the stump charcoal and more rapid methods of execution has tended to greater freedom in

the use of material and the consequent accomplishment of more work.

* * * * *

In the Department of Natural History, a greater ability has been displayed by the students in explaining the nutrition of plants and other phenomena founded on a knowledge of chemistry. In the representation of shells and other objects upon the blackboard, great improvement is shown in the character of the drawings and a better knowledge of the features of the object displayed. The latter is largely owing to the placing of the museum where it can be utilized for the purposes of instruction. This improvement will be still more marked when the specimens are properly classified and labeled, which will require a large expenditure of time. Of the effects of the rearrangement of the Museum upon the instruction of "Blowpipe Analysis" and Mineralogy, the most sanguine expectations are entertained, when that subject shall be taken up by the Junior class.

STEPHEN A. WALKER,

President.

LAWRENCE D. KIERNAN,

Clerk.

December 30, 1882.

SCHEDULES.

SUBJECTS OF THE SCHEDULES AND APPENDICES FORMING PART OF THIS REPORT.

SCHEDULE No. 1.—Contains the names of the Employés of the Board, Inspectors of Common Schools, and School Trustees.

SCHEDULE No. 2.—The number of Schools in each Ward and their numerical designation.

SCHEDULE No. 3.—Shows the length of time each school has been kept open, the average attendance, and the whole number taught in the several schools during the year, together with the locations of the several school buildings.

SCHEDULE No. 4.—Shows the expenses incurred for Teachers' and Janitors' salaries, books, stationery, fuel, etc., in the Ward Schools of each Ward, and the value of supplies from the Depository and repairs through the shop for the year.

SCHEDULE No. 5.—Showing amount of money paid in each Ward for rents, sites, new buildings, heating apparatus, and repairs of, etc., by special appropriations for the year ending December 31, 1882.

SCHEDULE No. 6.—Apportionment to Corporate and Ward Schools, made under the fifteenth section of the School Act.

SCHEDULE No. 7.—Financial Statement of the Board of Education for the year 1882.

SCHEDULE No. 8.—Shows the Expenditures of the Evening and Colored Schools for the year.

SCHEDULE No. 9.—Showing payments for Salaries of Teachers and Janitors by Wards, for 1882.

SCHEDULE No. 10.—Contains the location, size and cost of site, size, cost and date of erection of each school building.

SCHEDULE No. 11.—Financial Exhibit for the last ten years.

SCHEDULE No. 12.—Statement of the average register number of pupils, and the accommodations for the same in the several schools.

The Appendices consist of the Annual Report of the City Superintendent of Schools, Annual Report of the President of the Normal College; Course of Studies in the Grammar, Primary and Evening Schools; Report of the Superintendent of School Buildings; Report of the Engineer of the Board of Education; Report of the Superintendent of the Nautical School; Report of the Principal of the Evening High School; Report of the Board of Trustees of the College of the City of New York; Report of the Faculty of the College of the City of New York.

SCHEDULE NO. 1.

EMPLOYEES OF THE BOARD OF EDUCATION.

<i>Clerk</i>	LAWRENCE D. KIERNAN.
<i>Auditor</i>	JOHN DAVENPORT.
<i>City Superintendent</i>	JOHN JASPER.
<i>Assistant</i> "	THOMAS F. HARRISON.
" "	NORMAN A. CALKINS.
" "	JOHN H. FANNING.
" "	WILLIAM JONES.
" "	ARTHUR McMULLIN.
" "	JAMES GODWIN.
" "	PAUL HOFFMAN.
<i>Superintendent of School Buildings</i> ...	DAVID I. STAGG.
<i>Engineer</i>	JOHN DUNHAM.
<i>Draughtsman</i>	ROBERT STRICKER.
<i>Inspector of Fuel</i>	WILLIAM G. ACKERMAN.
<i>Assistant Clerk</i>	JOHN R. AMES.
"	WM. OLAND BOURNE.
"	EDWARD E. VAN SAUN.
"	JETHRO MOSHER.
"	HENRY M. DURYEA.
"	BLANCHARD H. OAKEY.
"	HENRY L. DAVENPORT.
"	HENRY D. LICHTENHEIN.
"	HENRY F. KIDDLE.

<i>Assistant in Depository</i>	MRS. ELIZA CRONE.
“ “	JAMES G. ANDERSON.
<i>Janitor</i>	EDWARD HIGGINS.
<i>Agent of Truancy</i>	PETER H. JOBES.
“	ANTONIO C. MARTINEZ.
“	THEODORE REEVES.
“	WILLIAM C. BRADLEY.
“	WILLIAM KITCHELL.
“	JOHN S. KETCHAM.
“	JEREMIAH H. BAKER.
“	JOHN W. CURTIN.
“	M. HOFFMAN PHILIP.
“	JAMES ROGERS.
“	WILLIAM H. FLEMING.
“	VINCENT CRISTALLI.

INSPECTORS OF COMMON SCHOOLS OF THE CITY OF NEW YORK.

1st District, comprising the 1, 2, 3, 4, 5, 6 and 8th Wards.

NAME.	RESIDENCE.	Place of Business.	Term Expires Jan. 1.
Charles B. Smith.....	47 Cherry st.....	47 Cherry st.....	1883
Julius Berliner.....	505 Canal st.....	505 Canal st.....	1884
Wm. Brodhead.....	Stevens House...	27 Broadway....	1885

2d District, comprising the 7, 10, 13th and 14th Wards.

F. B. Bennett, M. D .	94 Suffolk st....	94 Suffolk st....	1883
Charles Dexheimer...	109 Essex st....		1884
* John J. Burke	120 E. Broadway.	107 Henry St....	1885

3d District, comprising the 9th and 16th Wards.

Charles Spear.....	328 W. 23d st....	85 West st.....	1883
Wm. C. Smith.....	26 Seventh av....	35 N. Moore st..	1884
John N. Abbott.....	338 W. 19th st..	21 Courtland st..	1885

4th District, comprising the 11th and 17th Wards.

Joseph Wangler.....	155 Ave. B.....	218 E. 26th st...	1883
Henry Allen.....	77 Third ave....	138 William st...	1884
A. C. Anderson.....	708 Sixth st.....	10 Chambers st..	1885

* Vice James B. Mulry, resigned December 5th.

<i>Assistant in Depository</i>	MRS. ELIZA CRONK.
“ “	JAMES G. ANDERSON.
<i>Janitor</i>	EDWARD HIGGINS.
<i>Agent of Truancy</i>	PETER H. JOBES.
“	ANTONIO C. MARTINEZ.
“	THEODORE REEVES.
“	WILLIAM C. BRADLEY.
“	WILLIAM KITCHELL.
“	JOHN S. KETCHAM.
“	JEREMIAH H. BAKER.
“	JOHN W. CURTIN.
“	M. HOFFMAN PHILIP.
“	JAMES ROGERS.
“	WILLIAM H. FLEMING.
“	VINCENT CRISTALLI.

INSPECTORS OF COMMON SCHOOLS OF THE CITY OF NEW YORK.

1st District, comprising the 1, 2, 3, 4, 5, 6 and 8th Wards.

NAME.	RESIDENCE.	Place of Business.	Term Expires Jan. 1.
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Julius Berliner.....	505 Canal st.....	505 Canal st.....	1884
Wm. Brodhead.....	Stevens House...	27 Broadway....	1885

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* John J. Burke	120 E. Broadway.	107 Henry St....	1885

3d District, comprising the 9th and 16th Wards.

Charles Spear.....	328 W. 23d st....	85 West st.....	1883
Wm. C. Smith.....	26 Seventh av....	35 N. Moore st..	1884
John N. Abbott.....	338 W. 19th st..	21 Courtland st..	1885

4th District, comprising the 11th and 17th Wards.

Joseph Wangler.....	155 Ave. B.....	218 E. 26th st..	1883
Henry Allen	77 Third ave....	138 William st..	1884
A. C. Anderson.....	708 Sixth st.....	10 Chambers st..	1885

* Vice James B. Mulry, resigned December 5th.

5th District, comprising the 15th and 18th Wards.

NAME.	RESIDENCE.	Place of Business.	Term Expires Jan. 1.
A. McL. Agnew.....	24 E. 21st st....		1883
R. A. Cunningham....	343 E. 16th st....		1884
E. H. Kimball.....	119 E. 24th st....		1885

6th District, comprising the 20th and 21st Wards.

Geo. W. McAdam....	308 W. 28th st...		1883
Charles A. Jackson...	244 Lex'ngt'n ave.	140 Nassau st...	1884
J. W. C. Leveridge...	57 W. 36th st....	22 Duane st.....	1885

7th District, comprising the 12th, 19th and 22d Wards.

De Witt C. Ward....	125 E. 65th st...	19 Wall st.....	1883
Jacob Fleischbauer...	348 E. 50th st....		1884
Hosea B. Perkins....	Fort Washington.		1885

8th District, comprising the 23d and 24th Wards.

F. Sigel.....	Morrisania.....	3d Av. & 147th st.	1883
F. E. Wilson.....	Fairmount.....	175th st. & 2d Av.	1884
T. Mason Oliver.....	140th st., 3d Ave.	Port Morris.....	1885

SCHOOL TRUSTEES.

With the time of Expiration of the Term of office for which they were appointed.

<i>First Ward.</i>		<i>Fourth Ward.</i>	
NAME.	Term Expires Jan 1.	NAME	Term Expires Jan. 1.
Wm. H. Smyth...	1883	§John H. Eberhardt....	1883
Owen Murphy...	1884	David B. Fleming...	1884
Thomas Williams.....	1885	John B. Shea.....	1885
Joseph H. Ford.....	1886	Michael J. Duffy.....	1886
John McIntire.....	1887	Frederick Wimmer.....	1887
<i>Second Ward.</i>		<i>Fifth Ward.</i>	
Luke Carrigan.....	1883	John Gleason.....	1883
James F. Horan....	1884	P. J. Stuyvesant.....	1884
Henry C. Parke.....	1885	John C. Huser	1885
*Jedediah L. Truman...	1886	|| Fred. C. Robinson, M. D.	1886
James J. Dean.....	1887	John Ham.....	1887
<i>Third Ward.</i>		<i>Sixth Ward.</i>	
Jeremiah Rogers.....	1883	Thomas J. Nealis	1883
James S. Coward.....	1884	John F. Whelan	1884
†Henry Simmons.....	1885	Patrick H. McDonald...	1885
John A. Gilmour.....	1886	Alex. Patton, Sr.....	1886
†Antonio Zucca.....	1887	Peter Kraeger	1887

* Vice Richard M. Jordan, resigned.

† Vice Geo. W. Kellogg, resigned.

‡ Vice R. Richardson, resigned.

§ Vice Morris Friedsam, resigned.

| Vice H. V. Crawford, resigned.

Seventh Ward.

NAME.	Term Expires Jan. 1.
James W. McBarron.....	1883
Wilson Small.....	1884
John H. Boschen.....	1885
George G. Hallock.....	1886
John F. Walsh.....	1887

Eighth Ward.

Charles W. Baum.....	1883
George F. Vetter.....	1884
O. Rockefeller.....	1885
Charles H. Housley.....	1886
Uriah Welch.....	1887

Ninth Ward.

E. Denison, M.D.....	1883
Henry Dayton.....	1884
*John S. Scully.....	1885
George B. Lawton.....	1886
Charles S. Wright.....	1887

Tenth Ward.

Patrick Carroll.....	1883
Henry R. Roome	1884
John C. Clegg.....	1885
George W. Ross.....	1886
†George Hey.....	1887

Eleventh Ward.

NAME.	Term Expires Jan. 1.
August Stern.....	1883
S. Cregar, M.D.....	1884
John Powers.....	1885
John C. Limbeck.....	1886
Frederick Wm. Murphy..	1887

Twelfth Ward.

G. W. Debevoise.....	1883
David H. Knapp.....	1884
Charles Crary.....	1885
Andrew L. Soulard.....	1886
John Whalen.....	1887

Thirteenth Ward.

Edward McCue.....	1883
Geo. W. Relyea.....	1884
Francis Coan.....	1885
Frederick Germann.....	1886
Frederick Holstein.....	1887

Fourteenth Ward.

George Thum.....	1883
Henry Manron.....	1884
John O'Neill.....	1885
Franklin Smith, M.D....	1886
John D. Kinner.....	1887

* Vice Wm. H. Ely, resigned.

† Vice Peter Dennerlein, resigned.

Fifteenth Ward.

NAME.	Term Expires Jan. 1.
G. H. Wynkoop, M.D....	1883
*Thomas H. Hartwell...	1884
†John A. Hardenberg....	1885
Edward Schell.....	1886
Joseph Britton.....	1887

Sixteenth Ward.

James M. Edgar.....	1883
†Geo. W. Vansiclen.....	1884
James Harrison.....	1885
§Peter Macdonald.....	1886
Joseph Rogers.....	1887

Seventeenth Ward.

¶Henry Maurer.....	1883
Geo. H. Beyer.....	1884
Daniel J. Moore.....	1885
Hiram Merritt..	1886
Patrick K. Horgan.....	1887

Eighteenth Ward.

Henry S. Terbell.....	1883
John F. Trow.....	1884
Edward S. Mead.....	1885
Andrew Warner.....	1886
¶David McClure.....	1887

Nineteenth Ward.

NAME.	Term Expires Jan. 1.
Richard Kelly.....	1883
Charles L. Holt.....	1884
**Eugene H. Pomeroy...	1885
Joseph Koch.....	1886
Abraham Dowdney....	1887

Twentieth Ward.

James J. Thomson ..	1883
Alexander Shaler.....	1884
Thomas Maher.....	1885
John H. Tietjen... ..	1886
Le Roy Clarke.....	1887

Twenty-first Ward.

E. Ellery Anderson....	1883
Louis Schultze, M.D....	1884
Andrew G. Agnew ..	1885
††Joseph R. Skidmore..	1886
Hugh Cassidy.....	1887

Twenty-second Ward.

Edward Robinson.....	1883
J. L. Campbell, M.D....	1884
††Richard S. Tracey....	1885
Adna H. Underhill.....	1886
James R. Cuming.....	1887

* Vice John M. Knox, resigned.

† Vice Henry M. Taber, resigned.

‡ Vice Alfred C. Hoe, resigned.

§ Vice John Castree, resigned.

|| Vice Fred. C. Wagner, resigned.

¶ Vice James D. Lynch, resigned.

** Resigned Dec. 27.

†† Died December.

‡‡ Vice James J. Treanor, resigned.

Twenty-third Ward.

NAME.	Term Expires Jan. 1.
G. A. J. Norman.....	1883
A. Fahs.....	1884
W. R. Beal.....	1885
L. A. Fullgraff.....	1886
William Hogg.....	1887

Twenty-fourth Ward.

NAME.	Term Expires Jan. 1.
Wm. H. Geer.....	1883
Samuel M. Purdy.....	1884
Warren C. Crane.....	1885
Ferdinand Meyer.....	1886
Frederick Folz.....	1887

SCHEDULE NO. 2.

*Showing the Grades and Numerical Designation of the
Schools by Wards.*

WARDS.	GRAMMAR SCHOOLS.	PRIMARY SCHOOLS.	COLORED SCHOOLS.
1st.....	29	15.....	.....
2d .....	.....	34 .....	.....
3d.....	.....	37.....	.....
4th	1.....	12, 14.....	.....
5th	44.....	11.....	.....
6th	23, 24.....	2, 8.....	.....
7th	2, 12, 31.....	36.....	.....
8th	8, 38	25.....	.....
9th	3, 16, 41.....	7, 13, 18, 24.....	.....
10th....	7, 20, 42, 75.....	1.....	.....
11th....	15, 22, 36, 71.....	3, 5, 31.....	.....
12th....	6, 37, 39, 43, 46, 52, 54, 57, 68, 72.....	30, 32, 38, 42.....	.....
13th....	4, 34.....	10, 20, 40.....	.....
14th....	5, 21, 30 .....	.....	1.....
15th....	10, 35, 47.....	.....	.....
16th	11, 45, 55, 56.....	.....	4.....
17th....	13, 19, 25.....	6, 9, 22, 23, 26.....	.....
18th....	40, 50.....	4, 28, 29.....	.....
19th....	18, 27, 53, 59, 70, 73, 74	35.....	.....
20th....	26, 32, 33, 48.....	27.....	.....
21st....	14, 49.....	16.....	.....
22d....	9, 17, 28, 51, 58, 69.....	17, 41.....	3.....
23d....	60, 61, 62.....	33, 43, 44 .....	.....
24th....	63, 64, 65, 66, 67.....	45, 46, 48.....	.....

SCHEDULE NO. 3.

Showing the Length of Time the Schools have been kept open, the Average Attendance, and Whole Number Taught in the Schools, for the year ending December 31, 1881.

SCHOOL.	Number of Sessions.	Legal Average.	Actual Average.	Whole Number Taught.	LOCATION.
<i>School No. 1—</i>					
Boys' Department..	404	311	311	525	32 Vandewater street, 4th Ward.
Girls' " ..	404	267	267	494	
Primary " ..	404	416	416	917	
<i>School No. 2—</i>					
Boys' Department..	404	335	335	630	116 Henry street, 7th Ward.
Girls' " ..	404	387	387	698	
Primary " ..	404	899	899	1,797	
<i>School No. 3—</i>					
Boys' Department..	404	638	638	865	488 Hudson street, 9th Ward.
Girls' " ..	404	537	537	867	
Primary " ..	404	772	772	1,322	
<i>School No. 4—</i>					
Boys' Department..	404	502	502	819	203 Rivington street, 13th Ward.
Girls' " ..	404	435	435	739	
Primary " ..	404	911	911	1,787	
<i>School No. 5—</i>					
Boys' Department..	404	124	124	262	222 Mott street, 14th Ward.
Primary " ..	404	426	426	825	
<i>School No. 6—</i>					
Primary Department	404	166	166	404	Randall's Island, 12th Ward.
<i>School No. 7—</i>					
Boys' Department..	404	223	223	393	60 Chrystie street, 10th Ward.
Girls' " ..	404	235	235	418	
Primary " ..	404	734	734	1,608	
<i>School No. 8—</i>					
Boys' Department..	404	165	165	258	66 Grand street, 8th Ward.
Girls' " ..	404	156	156	261	
Primary " ..	404	518	518	1,204	
<i>School No. 9—</i>					
Boys' Department..	404	{ Gr. 95 Pr. 201	{ 95 201	607	Cor. 11th av. and 82d street, 22d Ward.
Girls' ..	404	{ Gr. 100 Pr. 161	{ 100 161	417	

SCHOOL.	Number of Sessions.	Legal Average.	Actual Average.	Whole Number Taught.	LOCATION.
<i>School No. 10—</i>					
Boys' Department..	404	287	287	455	180 Wooster street, 15th Ward.
Girls' " ..	404	226	226	376	
Primary " ..	404	545	545	1,185	
<i>School No. 11—</i>					
Boys' Department..	404	267	267	492	314 W. 17th street, 16th Ward.
Primary " ..	404	580	580	1,313	
<i>School No. 12—</i>					
Boys' Department..	404	230	230	451	371 Madison street, 7th Ward.
Girls' " ..	404	283	283	531	
Primary " ..	404	743	743	1,631	
<i>School No. 13—</i>					
Boys' Department..	404	536	536	927	239 E. Houston street, 17th Ward.
Girls' " ..	404	505	505	824	
Primary " ..	404	1,298	1,298	2,517	
<i>School No. 14—</i>					
Boys' Department..	404	568	568	917	225 East 27th street, 21st Ward.
Girls' " ..	404	536	536	861	
Primary " ..	404	1,274	1,274	2,710	
<i>School No. 15—</i>					
Boys' Department..	404	529	529	817	728 5th street, 11th Ward.
Primary " ..	404	765	765	1,544	
<i>School No. 16—</i>					
Boys' Department..	404	460	460	784	208 West 13th street, 9th Ward.
Primary " ..	404	260	260	490	
<i>School No. 17—</i>					
Girls' Department..	404	697	697	1,266	335 West 47th street, 22d Ward.
Primary " ..	404	1,310	1,310	2,307	
<i>School No. 18—</i>					
Boys' Department..	404	540	540	772	121 East 51st street, 19th Ward.
Girls' " ..	404	540	540	916	
Primary " ..	404	929	929	1,790	
<i>School No. 19—</i>					
Boys' Department..	404	422	422	781	344 East 14th street, 17th Ward.
Girls' " ..	404	405	405	706	
Primary " ..	404	921	921	2,231	
<i>School No. 20—</i>					
Boys' Department..	404	580	580	921	160 Chrystie street, 10th Ward.
Girls' " ..	404	545	545	925	
Primary " ..	404	1,003	1,003	2,091	
<i>School No. 21—</i>					
Boys' Department..	404	179	179	355	55 Marion street, 14th Ward.
Girls' " ..	404	173	173	335	
Primary " ..	404	464	464	890	
<i>School No. 22—</i>					
Boys' Department..	404	434	434	704	Stanton street, corner of Sheriff street, 11th Ward.
Girls' " ..	404	421	421	692	
Primary " ..	404	897	897	1,917	

SCHOOLS.	Number of Sessions.	Legal Average.	Actual Average.	Whole Number Taught.	LOCATION.
<i>School No. 23—</i>					
Boys' Department—	404	147	147	278	32 City Hall place, 6th Ward.
Girls' " ..	404	157	157	274	
Primary " ..	404	360	360	734	
<i>School No. 24—</i>					
Boys' Department ..	404	181	181	348	66 Elm street, 6th Ward.
Girls' " ..	404	170	170	324	
Primary " ..	404	293	293	649	
<i>School No. 25—</i>					
Boys' Department..	404	529	529	853	326 Fifth street, 17th Ward.
Girls' " ..	404	503	503	837	
Primary " ..	404	930	970	1,939	
<i>School No. 26—</i>					
Boys' Department..	404	549	549	989	124 W. 30th street, 20th Ward.
Primary " ..	404	628	628	1,320	
<i>School No. 27—</i>					
Boys' Department ..	404	336	336	639	208 E. 42d street, 19th Ward.
Primary " ..	404	728	728	1,614	
<i>School No. 28—</i>					
Boys' Department..	404	498	498	844	254 W. 40th street, 22d Ward.
Girls' " ..	404	511	511	936	
Primary " ..	404	1,204	1,204	2,389	
<i>School No. 29—</i>					
Boys' Department..	404	164	164	273	97 Greenwich street, 1st Ward.
Girls' " ..	404	125	125	237	
Primary " ..	404	486	486	1,086	
<i>School No. 30—</i>					
Girls' Department..	404	151	151	265	143 Baxter street, 14th Ward.
Primary " ..	404	414	414	912	
<i>School No. 31—</i>					
Boys' Department..	404	156	156	368	200 Monroe street, 7th Ward.
Primary " ..	404	442	442	1,079	
<i>School No. 32—</i>					
Boys' Department..	404	629	629	1,067	375 W. 35th street, 20th Ward.
Primary " ..	404	1,223	1,223	2,306	
<i>School No. 33—</i>					
Girls' Department..	404	638	638	1,033	418 W. 28th street, 20th Ward.
Primary " ..	404	1,121	1,121	2,536	
<i>School No. 34—</i>					
Boys' Department..	404	411	411	731	108 Broome street, 13th Ward.
Girls' " ..	404	382	382	691	
Primary " ..	404	801	801	1,825	
<i>School No. 35—</i>					
Boys' Department..	404	835	835	1,539	60 W. 13th street, 15th Ward.
Primary " ..	404	471	471	1,018	
<i>School No. 36—</i>					
Boys' Department..	404	337	337	605	710 E. 9th street, 11th Ward.
Girls' " ..	404	344	344	569	
Primary " ..	404	903	903	2,144	

SCHOOL.	Number of Sessions.	Legal Average.	Actual Average.	Whole Number Taught.	LOCATION.
<i>School No. 37—</i>					
Boys' Department..	404	545	545	999	113 E. 87th street, 12th Ward.
Girls' " ..	404	571	571	1,000	
Primary " ..	404	1,124	1,124	2,748	
<i>School No. 38—</i>					
Boys' Department..	404	307	307	496	8 Clarke street, 8th Ward.
Girls' " ..	404	357	357	601	
Primary " ..	404	748	748	1,613	
<i>School No. 39—</i>					
Girls' Department..	404	622	622	1,108	235 E. 125th street, 12th Ward.
Primary " ..	404	846	846	2,455	
<i>School No. 40—</i>					
Boys' Department..	404	664	664	1,155	225 E. 23d street, 18th Ward.
Primary " ..	404	520	520	1,054	
<i>School No. 41—</i>					
Girls' Department..	404	650	650	1,081	36 Greenwich ave., 9th Ward.
Primary " ..	404	541	541	1,072	
<i>School No. 42—</i>					
Male Department..	Transferred to		M. D. N	o. 75.	30 Allen street, 12th Ward.
Female " ..	404	490	490	842	
Primary " ..	404	1,464	1,464	3,589	
<i>School No. 43—</i>					
Mixed Department..	404	134	134	265	10th ave., cor. 129th street, 12th Ward.
Primary " ..	404	284	284	598	
<i>School No. 44—</i>					
Boys' Department..	404	376	376	667	Cor.N.Moore and Var- ick sts., 5th Ward.
Girls' " ..	404	328	328	566	
Primary " ..	404	606	606	1,168	
<i>School No. 45—</i>					
Girls' Department..	404	553	553	994	225 W. 24th st., 16th Ward.
Primary " ..	404	680	680	1,389	
<i>School No. 46—</i>					
Boys' Department..	404	{ Gr.126 Pr.147	{ 126 147 }	521	St. Nicholas av. and 156th st., 12th Ward.
Girls' " ..	404	{ Gr.146 Pr.136	{ 146 136 }	477	
<i>School No. 47—</i>					
Girls' Department..	404	567	567	964	36 E. 12th st. 15th Ward.
Primary " ..	404	485	485	1,068	
<i>School No. 48—</i>					
Girls' Department..	404	438	438	807	124 W. 28th st., 20th Ward.
Primary " ..	404	825	825	1,738	
<i>School No. 49—</i>					
Boys' Department..	404	531	531	742	237 E. 37th st., 21st Ward.
Girls' " ..	404	532	532	739	
Primary " ..	404	1,289	1,289	3,114	
<i>School No. 50—</i>					
Girls' Department..	404	511	511	884	211 E. 20th st., 18th Ward.
Primary " ..	404	367	367	725	

SCHOOL.	Number of Sessions.	Legal Average.	Actual Average.	Whole Number Taught.	LOCATION.
<i>School No. 51—</i>					
Mixed Department..	404	718	718	1,180	523 W. 44th st., 22d Ward.
Primary “ ..	404	1,238	1,238	2,861	
<i>School No. 52—</i>					
Grammar and Primary Department.	404	{ Gr. 35 Pr. 30 }	{ 35 30 }	123	Tubby Hook, 12th Ward.
<i>School No. 53—</i>					
Girls' Department..	400	868	868	1,500	207 E. 79th st., 19th Ward.
Primary “ ..	400	1,116	1,116	2,161	
<i>School No. 54—</i>					
Mixed Department..	404	202	202	339	Cor. 10th av. and 129th st., 12th Ward.
Primary “ ..	404	354	354	882	
<i>School No. 55—</i>					
Boys' Department..	404	576	576	876	140 W. 20th st., 16th Ward.
Primary “ ..	404	615	615	1,112	
<i>School No. 56—</i>					
Girls' Department..	404	473	473	843	351 W. 18th st., 16th Ward.
Primary “ ..	404	757	757	1,674	
<i>School No. 57—</i>					
Boys' Department..	398	624	624	1,194	115th st. near 3d av., 12th Ward.
Primary “ ..	398	1,029	1,029	2,360	
<i>School No. 58—</i>					
Boys' Department..	404	757	757	1,154	317 W. 52d st., 22d Ward.
Primary “ ..	404	1,040	1,040	1,960	
<i>School No. 59—</i>					
Girls' Department..	404	811	811	1,360	224 E. 57th st., 19th Ward.
Primary “ ..	404	1,348	1,348	2,989	
<i>School No. 60—</i>					
Mixed Department..	404	601	601	1,056	College av., cor. 145th st.
Primary “ ..	404	868	868	1,869	Courtland av., near 147th st., 23d Ward.
<i>School No. 61—</i>					
Mixed Department..	404	296	296	474	3d av., bet. 169th and 170th sts., 23d Ward
Primary “ ..	404	454	454	1,081	
<i>School No. 62—</i>					
Mixed Department..	404	322	322	575	3d av., near 158th st., 23d Ward.
Primary “ ..	404	731	731	1,648	
<i>School No. 63—</i>					
Mixed Department..	404	214	214	367	173d st. and 3d ave., 24th Ward.
Primary “ ..	404	252	252	558	
<i>School No. 64—</i>					
Mixed Department..	404	188	188	643	Fordham, 24th Ward
Primary “ ..	404	202	202		
<i>School No. 65—</i>					
Mixed Department..	404	155	155	259	West Farms, 24th Ward.
Primary “ ..	404	181	181	382	
<i>School No. 66—</i>					
Mixed Department..	404	{ 101	{ 101	329	Kingsbridge, 24th Ward.
Primary “ ..		{ 83	{ 83 }		

SCHOOL.	Number of Sessions.	Legal Average.	Actual Average.	Whole Number Taught.	LOCATION.
<i>School No. 67—</i>					
Mixed Department..	404	38	38	75	Mosholu, 24th Ward.
Primary “ ..	404	52	52	113	
<i>School No. 68—</i>					
Boys' Department..	404	702	702	1,210	128th st., near 6th av., 12th Ward.
Girls' “ ..	404	536	536	1,031	
Primary “ ..	404	893	893	1,896	
<i>School No. 69—</i>					
Boys' Department..	404	505	505	861	125 W. 54th st., 22d Ward.
Girls' “ ..	404	545	545	1,032	
Primary “ ..	404	862	862	1,794	
<i>School No. 70—</i>					
Boys' Department..	404	861	861	1,459	207 E. 75th st., 19th Ward.
Primary “ ..	404	1,335	1,335	2,929	
<i>School No. 71—</i>					
Girls' Department..	404	508	508	848	186 7th st., 11th Ward.
Primary “ ..	404	856	856	1,491	
<i>School No. 72—</i>					
Girls' Department..	404	536	536	1,063	105th st. and Lexing- ton av., 12th Ward.
Primary “ ..	404	1,365	1,365	4,870	
<i>School No. 73—</i>					
Girls' Department..	404	373	373	679	209 E. 46th st., 19th Ward.
Primary “ ..	404	966	966	2,080	
<i>School No. 74—</i>					
Boys' Department..	404	786	786	1,329	220 E. 63d st., 19th Ward.
Primary “ ..	404	1,415	1,415	3,716	
<i>School No. 75—</i>					
Boys' Department*	404	541	541	969	21 Norfolk st., 10th Ward.
Primary “ ..	154	757	757	1,212	
Total.....		98,004	98,04	193,277	

* Formerly M. D. No. 42.

PRIMARY SCHOOLS.

School.	Number of Sessions.	Legal Average.	Actual Average.	Whole Number Taught.	LOCATION.
1	404	1,320	1,320	2,774	105 Ludlow street, Tenth Ward.
2	404	266	266	591	101 Bayard street, Sixth Ward.
3	404	369	369	949	100 Cannon street, Eleventh Ward.
4	404	513	513	1,210	413 East 16th street, Eighteenth Ward.
5	404	641	641	1,209	269 East Fourth street, Eleventh Ward.
6	404	355	355	755	15 East Third street, Seventeenth Ward.
7	403	413	413	916	274 West Tenth street, Ninth Ward.
8	404	390	390	916	62 Mott street, Sixth Ward.
9	404	673	673	1,541	42 First street, Seventeenth Ward.
10	404	528	528	1,050	28 Cannon street, Thirteenth Ward.
11	404	385	385	862	31 Vestry street, Fifth Ward.
12	404	272	272	652	83 Roosevelt street, Fourth Ward.
13	404	637	637	1,329	Downing street, Ninth Ward.
14	404	349	349	737	73 Oliver street, Fourth Ward.
15	326	105	105	227	68 Pearl street, First Ward.
16	404	939	939	2,273	32d street near Third avenue, Twenty-first Ward.
17	404	383	383	795	252 W. 42d street, Twenty-second Ward.
18	404	298	298	603	189 Waverly place, Ninth Ward.
19	Discontinued.				
20	404	733	733	1,541	187 Broome street, Thirteenth Ward.
21	Discontinued.				
22	404	645	645	1,458	150 First avenue, Seventeenth Ward.
23	404	312	312	652	17 St. Mark's place, Seventeenth Ward.
24	404	725	725	1,445	29 Horatio street, Ninth Ward.

School.	Number of Sessions.	Legal Average.	Actual Average.	Whole Number Taught.	LOCATION.
25	404	373	373	690	545 Greenwich street, Eighth Ward.
26	404	741	741	1,571	538 East Twelfth street, Seventeenth Ward.
27	404	893	893	1,876	515 West Thirty-seventh street, Twentieth Ward.
28	404	595	595	1,401	322 East Twentieth street, Eighteenth Ward.
29	404	484	484	978	433 East 19th street, Eighteenth Ward.
30	380	81	81	477	Ward's Island, Twelfth Ward.
31	404	725	725	1,563	272 East Second street, Eleventh Ward.
32	404	115	115	226	186th street, near Kingsbridge road, Twelfth Ward.
33	404	31	31	51	Springhurst, Twenty-third Ward.
34	404	117	117	201	293 Pearl street, Second Ward.
35	404	1,020	1,020	2,002	996 First avenue, Nineteenth Ward.
36	404	541	541	1,293	70 Monroe street, Seventh Ward.
37	404	87	87	193	67 Warren street, Third Ward.
38	404	621	621	1,473	Cor. Avenue A and 118th street, Twelfth Ward.
39	Discontinued.				
40	404	760	760	1,608	102, 104 and 106 Norfolk street, Thirteenth Ward.
41	404	1,426	1,426	2,885	58th street, near 10th avenue, Twenty-second Ward.
42	404	686	686	1,404	88th street, bet. Second and Third avenues, Twelfth Ward.
43	404	75	75	100	Highbridge avenue, Twenty-third Ward.
44	404	143	143	284	Concord avenue and 145th street, Twenty-third Ward.
45	404	139	139	260	Mount Hope, Twenty-fourth Ward.
46	404	97	97	195	Spuyten Duyvil, Twenty-fourth Ward.
47	Discontinued.				
48	404	21	21	40	Woodlawn, Twenty-fourth Ward.
Total		21,022	21,022	45,256	

RECAPITULATION

Of the Average Attendance and Whole Number Taught by Wards.

WARD.	Legal Average Attendance.	Actual Average Attendance.	Whole Number Taught.
First	880	880	1,823
Second	117	117	201
Third	87	87	193
Fourth	1,615	1,615	3,325
Fifth	1,695	1,695	3,263
Sixth	1,964	1,964	4,114
Seventh	4,016	4,016	8,478
Eighth	2,624	2,624	5,123
Ninth	5,931	5,931	10,774
Tenth	7,892	7,892	15,742
Eleventh	7,729	7,729	15,052
Twelfth	12,656	12,656	29,123
Thirteenth	5,463	5,463	10,791
Fourteenth	1,931	1,931	3,844
Fifteenth	3,416	3,416	6,606
Sixteenth	4,501	4,501	8,693
Seventeenth	8,775	8,775	17,592
Eighteenth	3,654	3,654	7,407
Nineteenth	13,972	13,972	27,925
Twentieth	6,944	6,944	13,472
Twenty-first	5,669	5,669	11,356
Twenty-second	12,251	12,251	23,278
Twenty-third	3,521	3,521	7,138
Twenty-fourth	1,723	1,723	3,221
Total	119,026	119,026	238,533

COLORED SCHOOLS.

SCHOOL.	Number of Sessions.	Legal Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location.
<i>No. 1—</i>					
Grammar and Primary Department	404	65	65	159	135 Mulberry street.
<i>No. 3—</i>					
Grammar Department..	404	89	89	150	41st street, near 8th avenue.
Primary “ ..	404	192	192	436	
<i>No. 4—</i>					
Grammar and Primary Department	404	155	155	401	17th street, near 6th avenue.
Total .....	.....	501	501	1,146	

EVENING SCHOOLS.

*Average Attendance and Whole Number Taught During Term
of 1881 and 1882.*

WARD.		MALE.				FEMALE.			
		Senior.		Junior.		Senior.		Junior.	
		Average Attendance.	Whole Number Taught.	Average Attendance.	Whole Number Taught.	Average Attendance.	Whole Number Taught.	Average Attendance.	Whole Number Taught.
1st Ward.....		....	....	78	224	....	....	....	....
4th ".....		....	....	148	407	....	....	....	....
5th ".....		171	549	....	....	....	....	....	....
7th ".....		....	....	....	....	....	....	482	1297
8th ".....		....	....	208	906	....	....	142	220
9th ".....		....	....	310	1079	....	....	....	....
10th ".....		....	....	483	2094	....	....	....	....
11th ".....		....	....	250	822	....	....	150	452
12th " No. 37...		....	....	211	751	....	....	....	....
" " No. 57...		144	337	....	....	....	....	....	....
14th ".....		....	....	....	....	168	296	....	....
16th ".....		....	....	....	....	140	254	....	....
17th " No. 13...		454	1547	....	....	....	....	....	....
" " No. 25...		....	....	299	1000	....	....	....	....
" " No. 19...		....	....	....	....	....	....	147	346
18th ".....		....	....	289	764	....	....	....	....
19th ".....		343	957	....	....	130	338	....	....
20th ".....		....	....	354	1293	....	....	....	....
21st ".....		....	....	....	....	....	....	119	281
22d ".....		250	692	....	....	....	....	191	385
23d ".....		....	....	139	393	....	....	....	....
Total.....		1362	4082	2764	9733	438	888	1231	2981
Colored School No. 4.		87	157	....	....	....	....	....	....

Average Attendance..... 5,852

Whole Number Taught..... 17,841

CORPORATE SCHOOLS.

Average Attendance, &c., for Year ending October 1, 1882.

SCHOOLS.	Number of Sessions.	Statute Average	Actual Average	Whole Number Taught.
New York Orphan Asylum.....	451	148	150	174
Roman Catholic Orphan Asylum—				
Male Department, Fifth avenue:.....	478	408	393	490
Female " Madison avenue....	475	342	331	455
" " Prince street.....	373	140	173	211
Protestant Half-Orphan Asylum.....	464	182	180	245
Leake and Watts Orphan House—				
Male Department.....	387	57	68	99
Female " 	396	37	43	55
Colored Orphan Asylum.....	464	219	217	303
American Female Guardian Society and Home Industrial School.....	424	1,600	1,722	5,000
New York Juvenile Asylum.....	479	674	685	1,450
House of Reception of Asylum.....	468	109	107	785
Society for Reformation of Juvenile Delinquents, or House of Refuge.....	512	876	787	1,494
Ladies' Home Missionary Society.....	407	318	359	763
Five Points House of Industry.....	510	402	363	1,061
Children's Aid Society.....	402	3,130	3,581	13,968
Nursery and Child's Hospital.....	442	181	189	342
New York Society for the Relief of the Ruptured and Crippled.....	496	171	159	332
Hebrew Benevolent and Orphan Asylum Society.....	382	48	58	66
Association for Befriending Children and Young Girls.....	500	95	125	360
Total.		9,137	9,690	27,673

Average Attendance and Whole Number Taught in Detail.

SCHOOLS.	AVERAGE ATTENDANCE.		Whole Number Taught.	TOTAL AVERAGE ATTENDANCE.		Total Whole Number Taught.
	Legal.	Actual.		Legal.	Actual.	
Grammar Schools, Boys..	23,102	23,102	40,586			
" " Girls..	19,844	19,844	34,911			
Total Grammar Scholars.				42,946	42,946	75,497
Primary Departments...	55,058	55,058	117,780			
" Schools.....	21,022	21,022	45,256			
Total Primary Scholars.....				76,080	76,080	163,036
Total.....				119,026	119,026	238,533
Colored Schools.....				501	501	1,146
Evening Schools—Male, Senior.....				1,362	1,362	4,082
" " " Junior.....				2,764	2,764	9,733
" " Female, Senior.....				438	438	888
" " " Junior.....				1,231	1,231	2,981
" " Colored.....				87	87	157
Evening High School.....				973	973	973
Normal College.....				1,190	1,190	1,961
Training Department.....				969	969	1,692
Nautical School.....				98	98	98
Total.....				128,639	128,639	262,244
Corporate Schools.....				9,137	9,690	27,673
Grand Total.....				137,776	138,329	289,917

RECAPITULATION.

SCHOOLS.	AVERAGE ATTENDANCE.		Whole Number Taught.
	Legal.	Actual.	
Grammar Schools and Primary Departments.....	98,004	98,004	193,277
Primary Schools.....	21,022	21,022	45,256
Colored Schools.....	501	501	1,146
Evening Schools.....	5,795	5,795	17,684
Colored Evening School.....	87	87	157
Evening High School.....	973	973	973
Normal College.....	1,190	1,190	1,961
Training Department.....	969	969	1,692
Nautical School.....	98	98	98
	128,639	128,639	262,244
Corporate Schools.....	9,137	9,690	27,673
	137,776	138,329	289,917

SCHEDULE No. 4.

Showing Expenses incurred for Teachers' and Janitors' Salaries, Repairs by Trustees, Fuel, Gas, etc., in the Schools of each Ward, including the deliveries of Supplies from the Depository, for the Year ending December 31, 1882.

Wards.	Teachers' Salaries.	Janitors' Salaries.	Repairs by Trustees.	Gas.	Fuel.	Supplies through Depository.	Clerks' Salaries.	Total 12 Months.
1st.....	\$26,186 94	\$1,204 19	\$210 44	\$368 31	\$1,004 39	\$914 87	\$77 45	\$329,966 59
2d.....	2,766 48	432 89	32 26	78 08	236 86	70 83	.....	3,617 39
3d.....	3,977 54	433 94	.....	16 42	243 72	78 36	.....	4,744 98
4th.....	39,962 47	2,029 36	368 34	184 96	856 17	1,762 67	99 26	46,253 23
5th.....	40,398 87	1,667 14	393 53	420 95	1,649 94	1,704 86	74 64	46,094 93
6th.....	53,495 80	2,573 48	509 23	64 49	2,378 20	1,904 34	107 69	61,082 73
7th.....	89,748 34	3,378 72	779 66	600 76	2,588 97	4,343 63	168 24	101,578 32
8th.....	60,163 73	2,289 04	400 47	679 03	1,701 43	2,920 41	96 46	68,240 57
9th.....	120,718 37	5,023 87	1,217 72	892 81	3,614 17	5,607 85	222 92	137,297 71
10th.....	143,645 67	4,625 91	1,547 78	912 15	3,616 20	8,441 31	266 64	168,055 66
11th.....	167,007 11	5,593 11	1,984 78	763 75	6,763 61	6,845 87	278 04	178,716 27
12th.....	244,488 66	10,929 00	2,246 15	852 28	9,311 21	15,093 50	388 96	283,309 76
13th.....	104,226 53	3,830 99	1,145 75	491 84	3,297 97	5,134 64	224 39	118,362 11
14th.....	48,469 79	2,402 01	686 01	350 87	1,896 89	1,791 13	106 76	56,693 46
15th.....	83,943 52	2,835 98	961 97	1,937 49	2,866 97	4,843 54	153 34	97,542 81
16th.....	98,491 95	4,019 97	1,087 66	509 62	4,350 49	4,959 77	185 99	113,605 45
17th.....	173,264 35	6,306 77	1,449 87	1,668 35	5,492 12	9,031 64	305 60	197,398 70
18th.....	76,437 03	4,057 35	530 06	654 97	1,874 50	3,425 52	155 69	87,135 12
19th.....	263,477 00	7,968 54	2,760 72	1,314 83	4,191 55	16,093 36	454 27	286,255 27
20th.....	130,975 51	4,694 95	1,613 68	760 96	4,496 46	6,670 26	254 44	149,366 26
21st.....	117,611 97	4,000 80	1,410 99	363 74	5,099 40	5,738 97	220 80	134,446 67
22d.....	282,652 44	7,540 15	2,108 74	799 64	6,848 27	11,860 65	413 76	262,218 65
23d.....	70,287 09	4,500 86	466 71	86 89	3,054 46	3,752 77	142 94	82,291 72
24th.....	52,492 44	5,033 08	665 69	30 90	2,812 25	2,434 64	243 75	63,712 75
Totals.....	\$2,424,854 10	\$97,257 10	\$24,563 20	\$14,684 09	\$90,106 20	\$124,820 39	\$4,642 03	\$2,770,927 11

SCHEDULE NO. 2.

79

Showing the amount paid in each Ward for Rents, Sites, New Buildings, Heating Apparatus and Repairs, etc., by special appropriation for the year ending Dec. 31, 1882.

WARDS.	Pianos.	Rents.	New Buildings and Sites.	Alterations.	Heating.	Furnishing.	Repairing.	Total Twelve Months.
1st.....	.....	\$2,400 00	.....	\$800 00	.....	.....	\$500 00	\$3,500 00
2d.....	.....	.....	.....	.....	.....	.....	.....	.....
3d.....	.....	2,400 00	.....	.....	.....	.....	.....	2,400 00
4th.....	.....	.....	.....	556 00	\$4,646 00	.....	.....	5,232 00
5th.....	.....	.....	.....	.....	.....	\$1,989 00	4,486 00	6,475 00
6th.....	.....	2,048 88	.....	.....	.....	.....	.....	2,048 88
7th.....	.....	.....	.....	1,070 00	.....	.....	.....	1,070 00
8th.....	.....	450 00	.....	350 00	.....	.....	5,279 00	6,079 00
9th.....	\$230 00	.....	.....	.....	.....	.....	.....	230 00
10th.....	300 00	.....	.....	3,730 00	.....	.....	.....	4,030 00
11th.....	.....	.....	.....	450 00	978 50	.....	1,125 00	2,553 50
12th.....	.....	8,186 00	\$15,302 36	530 00	5,217 11	7,862 60	7,865 00	44,753 06
13th.....	.....	1,350 00	.....	1,237 00	559 56	321 00	892 08	4,369 64
14th.....	.....	.....	.....	.....	977 65	.....	.....	977 65
15th.....	.....	.....	.....	500 00	355 96	.....	400 00	1,255 96
16th.....	.....	.....	.....	622 00	752 00	1,267 00	3,810 80	6,451 80
17th.....	460 00	3,050 00	.....	637 00	715 93	1,488 66	3,442 44	9,794 03
18th.....	.....	.....	.....	.....	423 04	.....	4,865 43	5,288 47
19th.....	200 00	4,700 00	355 17	2,989 00	922 00	.....	2,950 00	12,116 17
20th.....	175 00	.....	.....	1,094 00	579 06	149 95	915 33	2,913 34
21st.....	.....	.....	89 98	2,639 00	5,815 13	.....	487 36	9,081 47
22d.....	.....	2,482 65	.....	813 78	1,283 95	.....	.....	4,580 38
23d.....	.....	144 00	.....	3,130 00	517 50	110 00	70 28	3,971 78
24th.....	.....	225 00	.....	5,846 00	343 87	163 15	.....	6,578 02
Totals.....	\$1,365 00	\$27,436 56	\$15,747 50	\$26,823 78	\$23,397 26	\$13,351 36	\$36,378 72	\$145,000 15

SCHEDULE No. 6,

Showing the Statute Average Attendance by Wards, and the Amount Apportioned in each Ward, and to the Normal College, Nautical School, Colored Schools, and to the several Corporate Schools, under the 15th section of the School Act.

WARDS.	SCHOOLS IN EACH WARD.	Average Attendance.	Amount Apportioned.
First.....	Grammar School No. 29, and Primary School No. 15.....	759	\$8,299 81
Second.....	Primary School No. 34	109	1,191 94
Third.....	Primary School No. 37.....	160	1,749 63
Fourth.....	Grammar School No. 1, and Primary Schools Nos. 12 and 14.....	1,446	15,812 29
Fifth.....	Grammar School No. 44, and Primary School No. 11.....	1,379	15,079 63
Sixth	Grammar Schools Nos. 23 and 24, and Primary Schools Nos. 2 and 8.....	1,703	18,022 65
Seventh.....	Grammar Schools Nos. 2, 12 and 31, and Primary School No. 36.....	3,411	37,299 96
Eighth.....	Grammar Schools Nos. 8 and 38, and Primary School No. 25.....	2,288	25,019 74
Ninth.....	Grammar Schools Nos. 3, 16 and 41, and Primary Schools Nos. 7, 13, 18 and 24	5,057	55,299 30
Tenth.....	Grammar Schools Nos. 7, 20 and 42, and Primary School No. 1.....	6,365	69,602 55
Eleventh.....	Grammar Schools Nos. 15, 22, 36, 71, and Primary Schools Nos. 3, 5 and 31...	6,468	70,728 87
Twelfth	Grammar Schools Nos. 6, 37, 39, 43, 46, 52, 54, 57, 68 and 72, and Primary Schools Nos. 30, 32, 38 and 42.	9,578	104,786 84
Thirteenth....	Grammar Schools Nos. 4 and 34, and Primary Schools Nos. 10, 20 and 40..	4,578	50,061 34
Fourteenth..	Grammar Schools Nos. 5, 21 and 30.....	1,675	18,316 46
Fifteenth.....	Grammar Schools Nos. 10, 35 and 47. . .	3,056	33,417 97

WARDS.	SCHOOLS IN EACH WARD.	Average Attendance.	Amount Apportioned.
Sixteenth.....	Grammar Schools Nos. 11, 45, 55 and 56..	3,820	\$41,772 46
Seventeenth..	Grammar Schools Nos. 13, 19 and 25, and Primary Schools Nos. 6, 9, 22, 23 and 26.....	7,492	81,926 51
Eighteenth...	Grammar Schools Nos. 40 and 50, and Primary Schools Nos. 4, 28 and 29..	3,186	34,839 54
Nineteenth....	Grammar Schools Nos. 18, 27, 53, 59, 70 and 74, and Primary Schools Nos. 21 and 35.....	11,603	126,881 11
Twentieth....	Grammar Schools Nos. 26, 32, 33 and 48, and Primary School No. 27.....	5,913	64,659 83
Twenty-first...	Grammar Schools Nos. 14 and 49, and Primary School No. 16.....	4,988	54,544 77
Twenty-second	Grammar Schools Nos. 9, 17, 28, 51, 58 and 69, and Primary Schools Nos. 17 and 41.....	10,107	110,521 90
Twenty-third.)	Grammar Schools Nos. 60, 61 and 62, and Primary Schools Nos. 33, 43 and 44.....	2,661	29,098 56
Twenty-fourth	Grammar Schools Nos. 63, 64, 65, 66 and 67, and Primary Schools Nos. 45, 46, 47 and 48.....	1,783	19,497 46
		99,585	\$1,088,981 12
	Normal College, including the Training Department.....	1,960	21,432 99
	Nautical School.....	109	1,191 94
	Colored Schools.....	488	5,336 37
		102,142	\$1,116,942 42

CORPORATE SCHOOLS.

NAME.	Average Attendance.	Amount Apportioned,
The New York Orphan Asylum School. Act passed 3d July, 1851.....	147	\$1,607 47
The Roman Catholic Orphan Asylum School. Act passed 8d July, 1851 (3 branches).....	970	10,607 14
The Schools of the Protestant Half Orphan Asylum. Act passed 3d July, 1851.....	164	1,798 37
The School of the Leake and Watts Orphan House. Act passed 3d July, 1851....	98	1,071 64
The School of the Association for the benefit of Colored Orphans. Act passed 3d July, 1851.....	253	2,766 60
The Schools of the American Female Guardian Society. Act passed 3d July, 1851.....	1,538	16,818 33
The School Established and Maintained by the New York Juvenile Asylum. Act passed June, 1851.....	697	7,621 82
The House of Reception of the New York Juvenile Asylum. Act passed June, 1851.....	102	1,115 39
The School Established and Maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church. Act passed April, 1855.....	338	3,696 09
The School Established and Maintained by the Five Points House of Industry. Act passed 12th April, 1855	395	4,319 40
The Schools Established and Maintained under the charge of the Children's Aid Society. Act passed April, 1862.....	3,202	35,014 51
The School of the Society for the Reformation of Juvenile Delinquents. Act passed 3d July, 1851.....	846	9,251 17
The School, including the Country Branch thereof, Established and Maintained under the charge of the Nursery and Child's Hospital, Chap. 650, Laws of 1866. Amended Chap. 366, Laws of 1869. Amended Act passed June 23d, 1874. Chap. 343	167	1,826 18

NAME.	Average Attend- ance.	Amount Apportioned.
The Schools Established and Maintained by the New York Society for the Relief of the Ruptured and Crippled. Chap. 835, Laws of 1872.....	156	\$1,706 89
The School of the Hebrew Benevolent Society. Chap. 230, Laws of 1874.....	51	557 69
The School of the Association for Befriending Children and Young Girls. Act of June 26, 1880.....	20	284 31
	9,150 00	\$100,057 00

RECAPITULATION.

NAME.	Average Attend- ance.	Amount Apportioned.
Ward Schools, Grammar and Primary.....	99,585	\$1,088,981 12
Normal College.....	1,960	21,432 99
Nautical School.....	109	1,191 94
Colored Schools.....	488	5,386 37
		\$1,116,942 42
Corporate Schools.....	9,150	100,057 00
	111,292	\$1,216,999 42

SCHEDULE NO. 7.

The Finance Committee present herewith the annual statement of the financial operations of the Board, as prepared by the Auditor :

The total expenditure and the indebtedness incurred for the year, including the balances to the credit of the Buildings Contingent Fund and the Ward Incidental Fund, will amount to the sum of three million four hundred and seventy-eight thousand two hundred and forty-eight dollars (\$3,478,248). The balance of the Special Fund, unappropriated, is three thousand seven hundred and fifty-two dollars (\$3,752).

The expenditures for the salaries of the teachers in the Ward Schools will be about \$2,427,000, an increase of \$58,000 over the expenditures for the same in 1881. This increase is mainly shown in the Twelfth Ward, in round numbers, \$18,600; in the Nineteenth Ward, \$27,000; in the Twenty-second Ward, \$5,600, and the Twenty-third Ward, \$3,700. The aggregate increase and decrease in the other wards are about equal.

The sum expended for supplies through the Depository, as shown by the payments and liabilities, is \$136,498; and the cost of supplies delivered to all the schools and the Normal College, etc., for use during the year, is \$138,260. The expenditure for fuel, as shown by the payments and liabilities is \$92,759, about \$1,500 less than expended in 1881.

The expenditure for Evening Schools is \$6,000 in excess of that for 1881.

Respectfully submitted,

WM. DOWD,	} <i>Finance Committee.</i>
ISAAC BELL,	
EUGENE KELLY,	
JACOB H. SCHIFF,	

NEW YORK, *Jan.* 17, 1883.

FINANCIAL STATEMENT

Of the Board of Education for the year 1882, with the transactions during the year, for account of the years 1875, 1878, 1879, 1880 and 1881.

RESOURCES.

Balances with the Comptroller pr. last report, viz.:

For account of 1875.....	\$9,600 04	
For account of 1876.....	37,155 16	
For account of 1877.....	56,815 04	
For account of 1878.....	35,346 76	
For account of 1879.....	54,486 51	
For account of 1880.....	63,830 39	
For account of 1881.....	196,512 95	
	<hr/>	\$453,746 85

For Account of 1882.

Amount apportioned for the purposes of public instruction for the year.....	3,500,000 00
	<hr/>
Total for the liabilities of the Board for the years named.....	\$3,953,746 85
	<hr/> <hr/>

PAYMENTS MADE IN 1882, BY VOUCHERS SENT TO THE COMPTROLLER, VIZ.:

For Account of 1875.

R. Paton & Son, Furniture, G. S. 35..	\$17 91
---------------------------------------	---------

For Account of 1878.

Erecting building in Forty-sixth street, last payment.....	\$3,999 00	
Supplies—Normal College	82 34	
	<hr/>	4 081 34

For Account of 1879.

Painting—G. S. 72, last payment.....	\$198 00
Repairing in G. S. 62.....	17 93

\$215 93

For Account of 1880.

Erecting Buildings—Contract pay- ments.....	\$29,067 56
Rent, Account—Taxes on Hired Prem- ises	152 30
Incidental Expenses—Ward Schools, Sundries.....	71 66
Incidental Expenses—Normal College.	7 00
Incidental Expenses—Nautical School.	6 25

29,304 77

For Account of 1881.

Erecting Buildings and Special Repairs	\$41,019 80
Furniture and Special Repairs.....	25,706 56
Heating Apparatus and Special Repairs	13,438 94
Site, 66 Elm Street, Sixth Ward.....	12,000 00

\$92,165 30

Contingent Fund, viz. :

Repairs to Buildings.....	\$4,919 84
“ to Furniture.....	412 76
“ to Heating Appa- ratus.....	724 32

6,056 92

Depository Account—Supplies, Books, &c	19,774 42
Salaries of Teachers in Ward Schools..	4,848 68
Salaries of Janitors in Ward Schools.	371 55
Salaries of Teachers in Normal College	51 34
Salaries of Teachers and Janitors in Evening Schools, December.....	13,267 29

Salaries, Teachers and Janitors in Colored Schools, December.....	\$172 38	
Fuel Account.	6,160 28	
Shop Account—Wages.....	175 50	
Piano Account.....	250 00	
Support of Nautical School—Wages, &c.	1,753 76	
Incidental Expenses—Normal College.	238 80	
Incidental Expenses—Evening Schools	80 52	
Incidental Expenses—Colored Schools	109 91	
Incidental Expenses of Board of Education—Printing, &c.....	1,509 35	
Gas Account—All Schools, December.	2,668 13	
Clerks to Ward Boards, December....	529 08	
Incidental Expenses, Ward Schools—Repairs....	5,596 13	
<hr/>		
Total for 1881—Account.....		\$155,773 74
<hr/>		
Total payments for Account of years 1875, 1878, 1879, 1880 and 1881.....		\$189,893 69

For Account of the present year, 1882.

Site on One Hundred and Twenty-fifth Street, in Twelfth Ward.....	\$15,000 00	
Alterations of and Additions and Repairs to Buildings—Special.....	64,206 60	
Furniture and Repairs of... \$7,750 38		
“ G. S. 72.....	5,845 00	
<hr/>		13,595 38
Heating Apparatus and Repairs.....	\$19,241 66	
Heating Apparatus, G. S. 49 and 72.....	4,155 00	
<hr/>		23,396 66
<hr/>		\$116,198 64

Salaries of Teachers in Ward Schools.	\$2,424,854 10
Salaries of Janitors in Ward Schools.	97,219 49
Salaries of Professors, Teachers and Janitors in Normal College and Training Department.....	93,156 76
Salaries of Teachers and Janitors in Evening Schools.....	78,947 66
Salaries of Teachers and Janitors in Colored Schools....	24,831 15
Salaries of Officers, Assistant Clerks, Janitor, &c., of Board of Educa- tion.....	34,257 97
Salaries of City Superintendent and Assistants.....	34,049 62
Compulsory Education—12 Agents and Incidental Expenses.....	12,023 19

Support of the Nautical School, viz.:

Officers and Wages of Crew....	\$13,402 10
Provisions.....	6,649 69
Drugs.....	281 32
Ship Chandlery.....	2,101 92
Repairs, Boats, Rigging, &c.....	1,838 55
Towing, Pilotage and Wharfage.....	376 65
Oil.....	191 69
Stationery.....	51 47
Whale Boat.....	201 00
Expenses of Summer Cruise, Provisions, Towing, Pilots, &c., &c.....	1,630 09
	<hr/> 26,724 48

Depository Account for Supplies to the Schools; Payments to Date.....	115,868 09
Fuel Account for all the Schools and Hall; Payments to Date.....	85,411 94
Gas Account; Payments to Date.....	15,514 10
Shop Account—Wages and Materials.	2,367 91
Pianos for Ward Schools.....	1,365 00

Incidental Expenses of Board of Education, viz. :

Printing Annual Report, Manual, Directory, Minutes, Reports, Blanks, &c.	\$5,154 16	
Stationery and Blank Books.	122 00	
Searches and Surveys.	288 85	
Repairs to Hall and Furniture.	1,177 18	
Supplies for Hall of the Board.	199 29	
Advertising, Cartage, Freight, Newspapers, Cleaning, Labor, &c.	1,686 22	
Postage, Expressage, Telegrams, Messengers and Arbitration 22d Ward.	1,409 38	
Delivering Supplies to the Schools, Assistant Inspector of Fuel, Assistant in Depository, and Draughtsman, &c.	3,524 32	
		<hr/> \$13,561 40

Incidental Expenses of Evening Schools.	255 41	
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Incidental Expenses of Normal College and Training Department, viz. :

Repairs to Buildings and Furniture.	\$3,972 00	
Printing and Stationery.	623 83	
Supplies for Professors—Books, Chemicals, &c.	565 39	
Gardening, Shrubby, &c.	199 20	
Tuning, &c., Organ and Pianos.	64 50	
Sundries—Labor, Decorations, Ice, &c., &c.	768 43	
		<hr/> 6,193 35

Incidental Expenses of Colored Schools—Repairs.	698 36	
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Expenses—Ward Schools—Incidental Repairs to Buildings, Furniture and Heating Apparatus.	24,563 20	
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Buildings—Contingent Fund, viz. :

Repairs of Buildings, sec. 53, subdiv. 2 of the By-Laws.	\$18,094 32	
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Repairs of Furniture, sec. 53, subdiv. 2 of the By-Laws.....	\$4,378 46	
Repairs of Heating Apparatus, sec. 53, subdiv. 2 of the By-Laws.....	6,240 48	
	<hr/>	\$28,713 26
Clerks to Board of Trustees—Salaries for, sec. 60 of By-Laws.....		4,642 03
Rents of School Premises.....		27,436 53
Corporate Schools—State Apportion- ment, viz.:		
The New York Orphan Asylum.....	\$1,607 47	
The Roman Catholic Orphan Asylum.	10,607 14	
The Schools of the Protestant Half Orphan Asylum... ..	1,793 37	
The School of the Leake and Watts Orphan House.... ..	1,071 64	
The School of the Association for the Benefit of Colored Orphans.....	2,766 60	
The Schools of the American Female Guardian Society.....	16,818 33	
The Schools Established and Main- tained by the New York Juvenile Asylum.....	7,621 82	
The House of Reception of the New York Juvenile Asylum.....	1,115 39	
The School Established and Main- tained by the Five Points House of Industry.....	4,319 40	
The School Established and Main- tained by the Ladies' Home Mis- sionary Society of the Methodist Episcopal Church.....	3,696 09	
The Industrial Schools Established and Maintained under the Charge of the Children's Aid Society.....	35,014 51	
The School of the Society for the Re- formation of Juvenile Delinquents.	9,251 17	
The School, including the Country Branch thereof, Established and		

Maintained under the Charge of the Nursery and Child's Hospital.	\$1,826 18	
The School Established and Main- tained by the New York Society for the Relief of the Ruptured and Crippled.....	1,705 89	
The School of the Hebrew Benevolent Society.....	557 69	
The School of the Association for Befriending Children and Young Girls.....	284 31	
	<u>\$100,057 00</u>	
Total for account of 1882.....	.	<u>\$3,368,910 64</u>
Total payments by vouchers sent to the Comptroller for account. of the years 1875, 1878, 1879, 1880, 1881 and 1882.....		
		<u><u>\$3,558,304 33</u></u>

SUMMARY

Of the resources and expenditures in the year 1882, detailed in the above statement, and the remaining balances of the funds for the years named respectively, together with the liabilities for those years.

	Balances on Dec. 31, 1881, and Fund for 1882.	Paid in 1882.	Balances with the Comptroller 31st Dec., 1882.
For 1875.....	\$9,600 04	\$17 91	\$9,582 13
" 1876.....	37,155 16	.....	37,155 16
" 1877.....	56,815 04	.....	56,815 04
" 1878.....	35,346 76	4,081 34	31,265 42
" 1879.....	54,486 51	215 93	54,270 58
" 1880.....	63,830 39	29,304 77	34,525 62
" 1881.....	196,512 95	155,773 74	40,739 21
" 1882 Fund.....	3,500,000 00	3,368,910 64	131,089 36
	<u>\$3,953,746 85</u>	<u>\$3,558,304 33</u>	<u>\$395,442 52</u>

LIABILITIES TO BE PAID FROM THE BALANCES STATED ABOVE.

For Account of 1880, viz.:

Due on Special Appropriations, per last report.....	\$34,967 56
Paid since on contracts.....	29,067 56

Balance due on contract Grammar School 75, Building.....	\$5,900 00
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For Account of 1881, viz.:

Due on Special Appropriations, per last report.....	\$97,795 21
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Appropriated since for furniture, Grammar School 17, Journal, p. 117.....	114 50
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For building Grammar School 72, Journal, p. 163.....	1,435 05
	<u>\$99,344 76</u>

Paid since for Site, 66 Elm street, \$12,000, and on contracts, &c..	\$92,165 30
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Damages allowed on contract of Christie and Gustaveson for en- larging Grammar School 17, in Twenty-second Ward.. ..	2,350 00
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Sundry balances of Appropriations not required, transferred per Journal, 894-5.....	4,847 72
	<u>98,863 02</u>

Balance due, sundries... ..	<u>481 74</u>
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For Account of 1882, viz.:

Amount of Special Fund reserved for furniture, &c. for Grammar Schools 29 and 72.....	\$10,000 00
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Paid for furniture Grammar School 72.....	\$5,845 00
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Paid for heating apparatus Grammar School 72.....	3,491 00
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Paid for heating apparatus Grammar School 49.....	\$664 00	
	<hr/>	\$10,000 00
Amount of Special Fund reserved for all other purposes.....		\$163,511 00
Appropriated for Corporate Schools,	\$ 57 00	
For Expenses, Colored Schools.....	250 00	
For Salaries and Expenses of Normal College.....	2,050 00	
	<hr/>	2,357 00
		<hr/>
		\$161,154 00
		<hr/>
For enlarging and repairing buildings; for furniture, heating apparatus and repairs of, &c.....	\$118,401 32	
For Sites Twelfth Ward....	\$15,000	
For Excavating Site Nineteenth Ward.....	10,000	
For Site in Twentieth Ward conditional.....	14,000	
	<hr/>	39,000 00
	<hr/>	\$157,401 32
Balance of Fund unappropriated...		\$3,752 68
Paid on contracts, &c., 1882.....	106,198 64	
	<hr/>	
Due, liabilities on Specials, 1882....		\$51,202 68
Total for 1880, 1881 and 1882, on Special Appropriations.....		<hr/>
		\$57,584 42
Salaries of Teachers and Janitors in Ward Schools, estimated.....	\$3,000 00	
Salaries Teachers and Janitors in Evening Schools, estimated....	500 00	
Salaries of Clerks to Ward Trustees due.....	57 00	

Depository Account, purchases in December, not audited.....	\$20,630 00	
Fuel, Account, delivered in Decem- ber, not audited.....	7,348 00	
Gas Account for December, estimated	2,800 00	
Incidental Expenses of the Board, printing bills, &c., estimated...	500 00	
Balance of Fund for incidental re- pairs by Trustees, per sec. 53 of By-Laws.....	14,000 00	
Balance of Contingent Building Fund per sec. 53, subdiv. 2 of By- Laws	9,300 00	
	<hr/>	
	\$58,135 00	
Unappropriated from Special Re- serve Fund.....	3,752 68	
	<hr/>	\$61,887 68
		<hr/>
Total liabilities to date.....		\$119,472 10
		<hr/>
For account of 1880 and 1881.....	\$ 6,381 74	
For account of 1882.....	113,090 36	
	<hr/>	

STATEMENT, IN DETAIL, OF SPECIAL APPROPRIATIONS BY THE
BOARD FROM THE RESERVED FUNDS IN 1882.

	Appropriated.	Paid.	Balance.
For Heating Apparatus for G. S. 72, in Twelfth Ward.....	\$3,491 00	\$3,491 00	
" Furniture, Parts 1 and 2, for G. S. 72, in Twelfth Ward.....	\$895 4,950 <hr/>	5,845 00	5,845 00
" Heating Apparatus in part for G. S. 49... }	\$475 189 <hr/>	664 00	664 00
	<hr/>	<hr/>	
	\$10,000 00	\$10,000 00	
	<hr/>	<hr/>	

For Wings and Iron Stairways for G.

S. 65, in Twenty-fourth Ward.	\$5,846 00	\$5,846 00	
" Erecting Addition to G. S. 49...	89 98	89 98	
" Repairing Heating Apparatus in all wards.....	11,464 00	10,231 26	\$1,232 74
" Desks and Seats in sundry build- ings.....	2,500 00	1,086 78	1,413 22
" Heating Apparatus for G. S. 1...	4,646 00	4,646 00	
" Site on One Hundred and Twenty- fifth street, Twelfth Ward.....	15,000 00	15,000 00	
" Heating Apparatus G. S. 49, part.	4,365 00	4,365 00	
" Repairs and Painting G. S. 44...	4,486 00	4,486 00	
" Repairs and Painting G. S. 8....	4,300 00	4,300 00	
" Repairs and Painting G. S. 57...	5,865 00	5,865 00	
" Sliding Doors G. S. 34.....	1,258 00	1,258 00	
" Repairs and Painting G. S. 19...	2,789 00	2,789 00	
" Sliding Doors G. S. 61.....	2,700 00	2,700 00	
" Erecting G. S. 78, Extra Work..	355 17	355 17	
" Enlarging G. S. 17, Extra Work..	813 78	813 78	
" Wood Ceilings G. S. 39.....	930 00	930 00	
" Repairs and Painting P. S. 32....	1,390 00	1,390 00	
" Repairs of Furniture G. S. 57....	1,787 00	1,787 00	
" Wood Ceilings, &c., G. S. 62. ...	430 00	430 00	
" Wood Ceilings G. S. 29.....	1,100 00	1,100 00	
" Wood Ceilings P. S. 14.....	586 00	586 00	
" Repairs of Furniture G. S. 44....	1,989 00	1,989 00	
" Wood Ceilings G. S. 12.....	695 00	695 00	
" Wood Ceilings P. S. 36	275 00	275 00	
" Repairs and Painting G. S. 38...	979 00	979 00	
" Wood Ceiling, &c., P. S. 18.....	375 00	Rescinded.	
" Water Closets P. S. 24.....	599 00	Rescinded.	
" Painting G. S. 7.....	535 00	Rescinded.	
" Wood Ceilings G. S. 22.....	750 00	750 00	
" Painting, &c., G. S. 36.....	825 00	825 00	
" Wood Ceilings, &c., P. S. 10....	829 00	829 00	
" Wood Ceilings G. S. 10.....	900 00	900 00	
" Repairing and Painting G. S. 11..	3,260 00	3,260 00	
" Wood Ceilings G. S. 45.....	1,072 00	1,072 00	

For Repairs of Furniture G. S. 11....	\$590 00	\$590 00	
" Repairs of Furniture G. S. 45....	677 00	677 00	
" Wood Ceilings G. S. 13.....	1,087 00	1,087 00	
" Repairs of Furniture G. S. 13....	581 00	556 00	\$25 00
" Repairs of Furniture G. S. 19....	590 00	590 00	
" Repairs and Painting P. S. 27....	1,094 00	1,094 00	
" Repairs and Painting G. S. 33....	635 00	635 00	
" Altering Water Closets and Re- pairing G. S. 49.	2,639 00	2,639 00	
" Improving Drainage at G. S. 40, part of \$8,500 (Jour., p. 545)..	2,925 00	2,925 00	
" Wood Ceilings G. S. 18.....	599 00	599 00	
" Improving Drainage, &c., at G. S. 53.....	3,475 00	3,475 00	
" Sliding Doors, &c., G. S. 53....	1,865 00	1,865 00	
" Erecting Stairways (2) G. S. 20..	3,430 00	3,430 00	
" Painting, &c., P. S. 29.....	1,000 00	1,000 00	
" Iron Stairways P. S. 25.....	800 00	350 00	450 00
" Furniture G. S. 44.....	436 72		436 72
" Furniture G. S. 11.....	773 00		773 00
" Furniture G. S. 32.....	780 00		780 00
" Furniture G. S. 57.....	1,992 00		1,992 00
" Erecting G. S. 72, Extra Work...	302 35	302 35	
" Excavating lots on Sixty-eighth street and Lexington avenue...	10,000 00		10,000 00
" Furniture Part 2 G. S. 72, Extra..	230 60	230 60	
" Altering Heating Apparatus, &c., in Normal College.....	2,000 00		2,000 00
" Iron Stairways at G. S. 35.....	3,540 00		3,540 00
" Iron Stairways G. S. 2.....	3,300 00		3,300 00
" Iron Stairways G. S. 33.....	3,250 00		3,250 00
" Alterations, &c., at P. S. 24.....	600 00		600 00
" Alterations, &c., Water Closets at Normal College.....	760 00		760 00
" Teachers' Water Closets at G. S. 45.....	200 00		200 00
" Iron Stairways at G. S. 20.....	300 00	300 00	

For Steam Heating Apparatus for G

S. 20, conditional.....	\$6,500 00		\$6,500 00
" Lots in West Twenty-eighth street adjoining G. S. 32; conditional..	14,000 00		14,000 00
" Extra Work on G. S. 19, Jol. p. 624.	203 44	203 44	
" " " G. S. 33, " .	97 43	97 43	
" " " G. S. 40, " .	872 26	872 26	
" " " G. S. 45, " .	100 80	100 80	
" " " G. S. 49, " .	487 36	487 36	
" " " G. S. 61, Jol. p. 624.	70 28	70 28	
" " " P. S. 10, " .	42 08	42 08	
" " " P. S. 27, " .	182 90	182 90	
" " " P. S. 29, " .	68 17	68 17	
	<hr/>	<hr/>	<hr/>
	\$158,910 32		
Rescinded, Jol. pp. 654,658. . .	1,509 00		
	<hr/>		
	\$157,401 32	\$106,198 64	\$51,202 68
	<hr/>	<hr/>	<hr/>

"BOARD OF EDUCATION BUILDING FUND."

By Amount Proceeds of Sale of Lots on West Sixty-first street, pursuant to chapter 89, Laws of 1881 (Jol. pp. 413 and 499).....	\$61,800 00
To Amount appropriated for a School Site, cor. of Eighty-fifth street and First avenue in Nineteenth Ward (Jol. pp. 652, 657, 679)..	40,000 00
	<hr/>
Balance unappropriated.....	\$21,800 00
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SCHEDULE No. 8.

*Showing the Expenses incurred in the Evening Schools for
Salaries, Supplies through Depository, Repairs, Gas Fitting,
etc., for the year ending December 31, 1882.*

Salaries of Teachers and Janitors	\$78,947 66
Miscellaneous, including Repairs.	29 42
Supplies by Trustees.....	32 02
Books, Maps, etc., through Depository.....	5,775 76
Printing.....	9 98
Gas Fitting.....	183 99
<hr/>	
Total.....	\$84,978 83
<hr/>	

*Showing the Expenses incurred in the Colored Schools for
Salaries, Supplies through Depository, Repairs, Fuel,
Gas, etc.*

Salaries of Teachers and Janitors	\$24,831 15
Repairs and Furniture.....	698 36
Gas.....	254 93
Fuel.....	1,036 93
Supplies through Depository.....	659 21
<hr/>	
Total	\$27,480 58
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SCHEDULE No. 9.

Showing payments for Salaries of Teachers and Janitors of Grammar and Primary Schools, and the Clerks of Boards of Trustees, by Wards, in 1882.

WARDS.	CLERKS' SALARIES.	SPECIAL.	REGULAR.	TOTAL TEACHERS.	JANITORS.	TOTAL.
First.....	\$77 45	\$1,050 54	\$25,136 40	\$26,86 94	\$1,204 19	\$27,468 58
Second.....	.....	78 00	2,888 48	2,766 48	432 89	3,199 37
Third.....	.....	84 00	3,893 54	3,977 54	433 94	4,411 48
Fourth.....	99 26	1,498 41	38,464 06	39,962 47	2,029 86	42,091 09
Fifth.....	74 64	721 00	39,672 87	40,393 87	1,557 14	42,025 65
Sixth.....	107 69	2,391 08	51,104 22	53,493 30	2,573 48	56,176 47
Seventh.....	168 24	2,371 25	87,377 09	89,748 34	3,378 72	93,295 30
Eighth.....	96 46	1,906 87	58,246 86	60,153 73	2,289 04	62,539 23
Ninth.....	222 92	1,983 12	118,735 25	120,718 37	6,023 87	126,965 16
Tenth.....	266 64	3,978 50	139,667 17	143,645 67	4,625 91	148,538 22
Eleventh.....	278 04	3,782 20	153,224 91	157,007 11	5,593 11	162,878 26
Twelfth.....	388 96	8,249 86	236,238 80	244,488 66	10,929 00	255,806 62
Thirteenth.....	224 39	2,382 76	101,343 77	104,226 53	3,830 99	108,281 91
Fourteenth.....	106 76	2,148 05	46,311 74	48,459 79	2,402 01	50,968 56
Fifteenth.....	153 34	3,536 14	80,407 38	83,943 52	2,835 98	86,932 84
Sixteenth.....	185 99	2,604 67	95,587 28	98,491 95	4,019 97	102,697 91
Seventeenth.....	305 60	3,919 12	169,335 23	173,254 35	6,306 77	179,866 72
Eighteenth.....	155 69	1,304 37	75,132 66	76,437 03	4,057 35	80,650 07
Nineteenth.....	454 27	6,374 14	247,102 96	253,477 00	7,963 54	261,894 81
Twentieth.....	254 44	3,074 04	127,901 47	130,975 51	4,694 95	135,924 90
Twenty-first.....	220 80	2,853 27	114,758 70	117,611 97	4,000 80	121,833 57
Twenty-second.....	413 76	6,166 90	226,485 54	232,652 44	7,540 15	240,606 35
Twenty-third.....	142 94	2,337 70	67,949 39	70,287 09	4,500 86	74,930 89
Twenty-fourth.....	243 75	2,404 91	50,087 53	52,492 44	5,033 08	57,769 27
Totals.....	\$4,642 03	\$67,700 90	\$2,357,153 20	\$2,424,854 10	\$97,257 10	\$2,526,753 23

SCHEDULE No. 10.

Containing Location, Size of Lot, Size, Date of Erection of each School Building, and Estimated Value.

Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt.
No. 1	Vandewater street, n. Pearl...	75 by 97½ feet..	\$30,000	45 by 91 feet..	4	4	15 by 26 feet.	\$70,000	1863	.....
2	Henry street, near Pike.....	100 by 100 "	40,000	42 by 94 "	3	4	16½ by 25 "	80,000	1811	{ 1855 1874
3	Hudson street, cor. Grove....	71 by 110 "	41,000	48 by 116 "	4	{ 1 23 1 23	by 26½ "	100,000	1821	1860
4	Bedford street, near Grove....	25 by 148 "								
5	Rivington street, near Ridge...	75 by 100 "	32,000	45 by 100 "	4	{ 1 9 1 20	by 20 "	90,000	1819	1854
6	On Ridge street.....	20 by 65 "	18,000	45 by 90 "	3	{ 2 15 2 8	by 23 "	55,000	1822	{ 1855 1868
7	Chrystie street, near Hester...	75 by 100 "	35,000	40 by 94 "	3	{ 1 23 1 18	by 40 "	50,000	1826	{ 1838 1876
8	Grand street, near Wooster...	75 by 100 "	45,000	45 by 94 "	4	{ 1 19 4 15	by 23 "	70,000	1826	1863
9	82d street, cor. 11th avenue...	100 by 100 "	18,000	31 by 96 "	2	{ 4 28 1 19	by 25 "	20,000	1830	{ 1867 1876
10	Wooster street, n. Bleeker. .	75 by 100 "	45,000	43 by 91 "	4	{ 2 16 1 9	by 22 "	70,000	1823	1859
11	17th street, near 8th avenue...	100 by 111 av. "	40,000	50 by 100 "	4	{ 4 25 4 25	by 25 "	100,000	1823	1854
12	Madison street, n. Jackson....	100 by 95 "	40,000	42 by 85 "	3	4	29 by 25 "	80,000	1834	{ 1856 1868
13	Houston street, n. Norfolk....	100 by 100 "	50,000	50 by 95 "	4	4	25 by 27½ "	100,000	1833	1856
14	27th street, near 2d avenue....	125 by 98½ "	63,000	{ 55 by 128 2 stories	4	{ 2 25 2 25	by 41 "	140,000	1849	1859
	On 28th street.....	100 by 98½ "		{ 55 by 99 2 stories	4	{ 1 24 1 8	by 38 "	32,000	1879	

No.	Street	90 by	98 feet	\$32,000	42 by 96 feet	4	{	24 by 28 feet.	\$85,000	1838	{	1855
No. 15	5th street, near Avenue D.....	100 by	103½	80,000	42 by 88	3	{	24 by 33	80,000	1845	{	1856
16	13th street, near 7th avenue...	150 by	100	86,000	47 by 97	8	{	26 by 29	80,000	1846	{	1859
17	47th street, near 8th avenue...	100 by	100½	36,000	41 by 98	4	{	21 by 26½	80,000	1855	{	1871
18	51st street, n. Lexington av...	105 by	103	48,000	50 by 100	4	{	24½ by 40	110,000	1859	{	1881
19	14th street, near 1st avenue...	100 by	100	40,000	50 by 97	4	{	25 by 28	100,000	1856	{	1886
20	Chrystie street, n. Delancey...	75 by	100	24,000	43 by 91	4	{	25 by 33	70,000	1843	{	1898
21	Marion street, near Prince....	{ 60 by 100	{ 100	45,000	50 by 150	4	{	16 by 22	96,000	1846	{	1871
22	Stanton street, cor. Sheriff...	49 by { 87	{ 87	20,000	39 by	3	{	9 by 19	30,000	1843	{	1856
23	City Hall place, n. Pearl st...	75 by { 93	{ 93	20,000	40 by 90	3	{	30 by 44	30,000	1843	{	1855
24	Elm street, near Leonard.....	100 by	96½	45,000	50 by 92	4	{	25 by 32	85,000	1871	{	.....
25	Fifth street, near 1st av.....	106 by	130	40,000	50 by 104	4	{	25 by 34	105,000	1868	{	.....
26	30th street, near 6th avenue...	75 by	98½	18,000	43 by 93	4	{	8 by 13	70,000	1862	{	.....
27	42d street, near 3d avenue...	125 by	98½	40,000	50 by 94	3	{	25 by 30	100,000	1846	{	1860
28	40th street, near 8th avenue...	48½ by	130	Leased.	40 by 130 av.	4	{	16 by 26	70,000	1854	{	1878
29	Greenwich street, n. Rector...	75 by	100	21,000	45 by 90	3	{	9 by 20	40,000	1844	{	1854
30	Baxter street, near Grand....	70½ by	97	27,000	42 by 85	3	{	16½ by 25	60,000	1844	{	1857
31	Monroe st., n. Montgomery...	100 by	98½	32,000	50 by 94½	4	{	15 by 19	100,000	1843	{	1861
32	35th street, near 9th avenue...	125 by	98½	30,000	55 by 97½	3 rear 4 front	{	25 by 25½	90,000	1857	{	.....
33	28th street, near 10th av.....	104½ by	87½	34,000	50 by 82½	4	{	24 by 26	95,000	1847	{	1856
34	Broome street, n. Sheriff.....	87 by	103	60,000	49 by 87	4	{	27 by 35	85,000	1847	{	1859
35	13th street, near 6th avenue...	100 by	100	40,000	50 by 95	4	{	19 by 30	80,000	1847	{	1861
36	9th street, near Avenue C.....						{	23 by 27			{	1856
							{	19 by 27			{	1859
							{	15 by 24			{	1861
							{	25 by 28			{	1863
							{	25 by 26			{	1876
							{	8			{	

Grammar Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	Size of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt.
No. 37	37th street, near 4th av.	100½ by 100 feet	\$24,000	43 by 83 feet	4	{ 2 13 by 28 feet.	{ 2 13 by 28 feet.	\$70,000	1883	{ 1861
38	Clark street, near Broome....	100 by 90 "	44,000	50 by 90 "	4	{ 2 26 by 48 "	{ 2 26 by 48 "	75,000	1847	{ 1876
39	126th street, near 2d avenue...	183½ by 99½ "	47,000	50 by 85 "	3	{ 2 12½ by 25 "	{ 2 12½ by 25 "	90,000	1849	{ 1858
40	23d street, near 2d avenue....	97¾ by 98¼ "	56,000	48 by 98¼ "	4	{ 2 25 by 29 "	{ 2 25 by 29 "	100,000	1865	{ 1875
41	{ Greenwich ave., opposite }	75 by 119 "	30,000	48 by 75 "	4	{ 2 10 by 34 "	{ 2 10 by 34 "	95,000	1880	{ 1866
42	{ Charles street..... }	98 by 76 "	50,000	{ 44 by 76 "	4	{ 2 24¾ by 47½ "	{ 2 24¾ by 47½ "	100,000	1880	{ 1857
43	{ Allen street, near Hester.. }	38 by 75 "	32,000	{ 38 by 70 "	3	{ 1 50 by 87 "	{ 1 50 by 87 "	100,000	1880	{ 1868
44	{ Hester street, near Allen.. }	200 by 96½ "	62,000	45 by 70 "	4	{ 4 18 by 23 "	{ 4 18 by 23 "	90,000	1881	{ 1860
45	{ North Moore st. c. Varick.. }	87½ by 75 "	36,000	47 by 80 "	4	{ 1 15 by 30 "	{ 1 15 by 30 "	90,000	1881	{ 1874
46	{ W. B'dway, n. Franklin st.. }	125 by 98¼ "	40,000	53 by 90 "	2	{ 2 14 by 25 "	{ 2 14 by 25 "	105,000	1884	{ 1859
47	24th street, near 7th avenue...	100 by 96 av."	60,000	45 by 100 "	4	{ 2 17 by 23 "	{ 2 17 by 23 "	110,000	1885	{ 1865
48	12th street, near Broadway....	100 by 93¾ "	36,000	45 by 81 "	4	{ 2 25 by 50 "	{ 2 25 by 50 "	25,000	1881	{ 1860
49	{ 37th street, near 2d ave. }	100 by 125 "	35,000	{ 50 by 125 "	4	{ 2 24 by 26½ "	{ 2 24 by 26½ "	100,000	1885	{ 1874
50	{ 38th " " " " " " " " " " }	28½ by 138 "	40,000	{ 50 by 110 "	3	{ 2 26½ by 80 "	{ 2 26½ by 80 "	115,000	1887	{ 1859
51	20th street, near 3d avenue....	100 by 92 "	22,000	100 by 50 "	4	{ 2 20 by 40 "	{ 2 20 by 40 "	60,000	1887	{ 1868
52	44th street, near 10th avenue..	125 by 100½ "	15,000	43 by 94 "	4	{ 2 25 by 37½ "	{ 2 25 by 37½ "	90,000	1887	{ 1879
53	Kingsbridge road, n. 200th st.	100 by 200 "	24,000	41 by 75 "	3	{ 2 28 by 64 "	{ 2 28 by 64 "	65,000	1882	{ 1874
54	79th street, near 3d avenue....	100 by 100½ "	20,000	45 by 99 "	4	{ 2 24 by 24½ "	{ 2 24 by 24½ "	90,000	1882	{ 1879
55	10th avenue, cor. 104th st....	100½ by 125 "	32,000	45 by 99 "	3	{ 1 25 by 90 "	{ 1 25 by 90 "	90,000	1885	{ 1868
56	20th street, near 7th avenue...	90½ by 92 "		47 by 87 "	4	{ 2 27½ by 26 "	{ 2 27½ by 26 "	90,000	1885	{ 1874
57						{ 2 15 by 25 "	{ 2 15 by 25 "	90,000	1885	{ 1879
58						{ 2 8½ by 20 "	{ 2 8½ by 20 "	90,000	1885	{ 1874
59						{ 2 21½ by 25 "	{ 2 21½ by 25 "	90,000	1885	{ 1879
60						{ 2 21 by 25 "	{ 2 21 by 25 "	90,000	1885	{ 1874

No.	lot	feet.	50	by 87	feet.	4	2 25 by 30	12 by 13	feet.	\$35,000	50	by 87	feet.	4	2 25 by 30	12 by 13	feet.	\$100,000	1868
No. 56	18th street, near 9th avenue...	100 by 92																	
57	116th street, near 3d avenue...	170 by 100								30,000	52	by 96	"	4	2 25 by 30	12 by 13	"	105,000	1867
58	52d street, near 8th avenue...	125 by 100, 1/4								40,000	52	by 94	"	4	2 25 by 30	12 by 13	"	100,000	1868
59	57th street, near 3d avenue...	100 by 100, 1/4								30,000	50	by 95	"	4	2 25 by 30	12 by 13	"	85,000	1871
60	College avenue, cor. 146th st., (Primary Department Courtland ave., near 146th st., Triangular...)	125 by 174 by 200								6,000	40	by 100 av.	"	3	1 13 by 31		"	59,000	1866
61	3d avenue, near 169th street...	200 by 211								5,000	48	by 74	"	4	1 13 by 31		"	42,000	1845
62	3d avenue, near 157th street...	280 by 170								24,000	57	by 80	"	3	2 8 by 14		"	40,000	1876
63	3d avenue, cor. 73d street...	250 by 160								27,000	42	by 80 av.	"	3	1 13 by 49		"	45,000	1877
64	Thomas avenue, near San- ford street, Fordham...	100 by 300								7,000	59	by 112 1/2	"	2	1 8 by 27		"	30,000	1864
65	Locust avenue, West Farms...	250 by 331 by 305								5,000	63	by 140	"	3	2 25 by 26		"	60,000	1872
66	Kingsbridge...	61 by 115 by 115 by 212								6,000	40	by 90	"	2	1 22 1/2 by 47 1/2		"	22,000	1872
68	128th street, near 6th avenue...	160 by 90 1/4								3,000	32	by 40	"	2	1 22 1/2 by 47 1/2		"	13,000	1875
69	54th street, near 6th avenue...	100 by 100, 1/4								30,000	60	by 90	"	4	2 23 by 26		"	90,000	1875
70	75th street, near 3d avenue...	100 by 102 1/4								35,000	50	by 95	"	4	2 25 by 28		"	75,000	1876
71	7th street, near Avenue B...	100 by 90 1/4								28,000	58	by 92	"	4	2 25 by 26		"	66,000	1877
72	Lexing'n av. 105th to 106th st.	201 1/2 by 105								45,000	52 1/2	by 83	"	4	2 19 1/2 by 32		"	47,000	1879
73	46th street, near 3d avenue...	98 1/2 by 100, 1/4								20,000	64	by 168 av.	"	4	2 9 by 31		"	105,000	1880
74	63d street, near 3d avenue...	125 by 138								28,000	54	by 91	"	4	4 17 by 33 1/2		"	58,000	1880
75	Norfolk street, near Hester...	100 1/2 by 100								38,000	50	by 123	"	4	2 31 1/2 by 33		"	95,000	1880
	NORMAL COLLEGE.									38,000	50	by 87	"	4	4 20 by 34 av.		"	62,000	1881
	4th ave., Lex. ave., 68th and 69th streets.....										78	by 125	"	4	1 80 by 177 1/2		"	320,000	1871
	TRAINING DEPART. OF NORMAL COLLEGE.	240 1/2 by 405								256,000									1872
	Lex. ave., 68th and 69th st.										50	by 120	"	4	2 9 by 23		"	100,000	1878
															1 11 1/2 by 23		"		1878

[illegible]

No. 19	Waverly place, near Bank st.	50 by 66 feet.	\$9,000.26	by 66 feet.	2	.....	.....	\$10,000	1839	1877
20	Broome street, near Clinton.	{ 50 by 88 34½ by 40½ }	27,000.36	by 88 "	3	4	7 by 18½ feet.	40,009	1839	1869
22	1st avenue, corner 9th street.	69 by 100 "	45,000.42	by 100 "	3	2	14 by 21 "	50,000	1843	1860
23	17 St. Mark's place.	Leased.							1868	.....
24	Horatio street, near 9th ave.	50 by 87½ "	15,000.36	by 87 "	3	4	7 by 22 "	40,000	1846	.....
25	Greenwich st., near Charlton.	25 by 100 "	10,000.26	by 62 "	3	1	11 by 28 "	12,000	1862	.....
26	12th street, near Avenue B.	88 by 103 "	26,000.45	by 97 "	.....	{ 2	17½ by 24 "	60,000	1862	.....
27	37th street, near 11th ave.	75 by 107 "	18,000.40	by 90 "	3	2	9 by 37½ "	60,000	1854	1868
28	20th street, near 1st avenue.	80 by 99 "	26,000.50	by 95 "	3	3	21½ by 35 "	40,000	1849	1858
29	19th street, near 1st avenue.	83 by 92 "	22,000.40	by 90 "	2	2		30,000	1854	1861
30	Ward's Island.								1867	.....
31	2d street, near Avenue C.	50 by 106 "	25,000.	by 40 "	1	2	15 by 20 "	20,000	1868	.....
32	182d street, near 11th ave.	200 by 100 "	20,000.78	by 40 "	.....				.....	1873
33	155th street, east of Southern Boulevard (Springhurst).	Leased.								.....
34	Pearl street, near Beckman.	25 by 100 "	20,000.25	by 46 "	3	{ 1	9 by 11 "	12,000	.....	1873
35	1st avenue, near 54th street.	Leased.				{ 1	18 by 30 "			.....
36	Monroe street, near Market.	50 by 142½ "	20,000.36	by 122 "	3	{ 2	7 by 20 "	45,000	1863	.....
37	67 Warren street.	Leased.				{ 2	7 by 38 "			.....
38	Avenue A, cor. 118th street.	{ 50 by 100 25 by 100 }	13,000.40	by 90 "	4	2	25 by 30 av. "	52,000	1881	.....
40	Norfolk st., n. Rivington	100 by 100½ "	23,600.51½	by 90½ "	4	{ 2	18 by 27½ "	55,000	1877	.....
41	58th street, near 10th avenue.	Leased.				{ 2	18 by 31 "			.....
42	88th street, near 2d avenue.	50 by 142 by 116 "	2,500.25	by 34 "	1	1	16 by 24 "	2,500	1862	1863
43	Highbridge av., cor. H. B. st.	75 by 100 "	3,200.35	by 75 "	1	1		11,000	1867	.....
44	Concord ave., cor. 146th st.	100 by 100 "	1,000.47	by 55 "	2	1	25 by 25 "	9,000	.....	.....
45	Mount Hope.	50 by 100 "	500.25	by 62½ "	1	1		2,500	.....	.....
46	Spyten Duyvil.	145 by 170 by 122 "	1,500.28	by 40 "	2	2		4,500	.....	.....
47	Moshulu.	Leased.								.....
48	Woodlawn.									.....
Total.									\$7,482,500	

SCHEDULE No. 11.

The following is an Exhibit of the moneys apportioned for the support of the Common Schools for the past ten years.

1873.....	\$3,300,000
1874.....	3,769,086
1875.....	3,653,000
1876... ..	3,753,000
1877.....	3,553,000
1878.....	3,400,000
1879.....	3,400,000
1880.....	3,500,000
1881.....	3,620,095
1882	3,500,000

SCHEDULE No. 12.

Statement showing the Number of Classes and Class Rooms, Average Attendance and Seating Capacity in the several Schools.

WARDS.	School Nos.	GRAMMAR—BOYS.					GRAMMAR—GIRLS.					PRIMARY.				
		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY (Surface Measure.)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct. 1882.	SEATING CAPACITY (Surface Measure)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct. 1882.	SEATING CAPACITY (Surface Measure)	
					Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.
1st.....	G. 29. P. 15.	6	7	156	287	138	5	6	117	246	138	10	9	516	538	189
												5	4	112	269	100
2d.....	P. 34.											4	5	120	332	64
3d.....	P. 37.											5	4	95	212	100
4th.....	G. 1. P. 12. P. 14.	9	8	312	322	188	9	8	275	322	188	9	8	460	519	174
												6	11	297	520	126
												7	9	359	608	198

WARDs.	School Nos.	GRAMMAR—BOYS.					GRAMMAR—GIRLS.					PRIMARY.				
		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY (Surface Measure.)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY (Surface Measure.)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY (Surface Measure.)	
					Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.
5th	G. 44. P. 11*	11	10	374	422	90	9	10	330	284	226	12	10	648	628	160
		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	12	427	655	406
6th	G. 23+ G. 24. P. 2. P. 8.	5 6	7 6	121 156	260 250	63 137	6 6	5 7	140 154	195 267	63 137	8 7 7 10	10 7 7 9	415 380 288 408	475 378 269 519	..... 110 116 228
7th	G. 2. G. 12. G. 31+ P. 36.	10 8 5	10 8 7	335 224 139	416 316 259	82 78 146	11 8	10 9	395 286	400 411	82 78	17 13 9 11	14 13 12 14	335 317 471 604	806 860 715 787	130 73 372 240
8th	G. 8. G. 38. P. 25.	6 9	7 10	154 298	273 377	180 201	5 10	6 10	153 350	216 377	180 201	10 13 8	10 12 7	542 805 405	618 694 388	204 170 126

9th	G. 3.	12	9	641	395	242	13	9	558	395	242	13	10	819	711	240
	G. 16.	14	13	466	638	180	18	20	669	945	275	11	9	280	648	264
	G. 41.											10	8	470	304	148
	P. 7.											13	14	674	786	186
	P. 13.											7	6	338	323	114
	P. 18.											15	14	791	635	160
	P. 24.															
10th	G. 7.	7	7	226	308	105	7	7	230	308	105	14	13	769	798	154
	G. 20.	14	14	577	634		14	14	538	634		18	16	1,085	1,068	165
	G. 42.						13	17	486	551		25	26	1,354	1,493	142
	G. 75.	14	14	544	807	35						15	14	786	1,184	40
	P. 1.											26	28	1,366	1,624	124
11th	G. 15.	14	15	518	639	70						16	15	836	830	100
	G. 22.	12	11	430	510	105	12	11	415	510	105	17	17	977	1,081	154
	G. 36.	9	10	325	529	100	10	10	334	529	100	18	14	996	1,042	146
	G. 71.						14	16	506	838	43	16	18	935	1,316	63
	P. 8.											9	8	397	348	120
	P. 5.											14	13	677	742	186
	P. 31.											14	12	781	548	228
12th	G. 6.															
	G. 37.	15	18	599	861	68	14	10	642	525	68	4	5	168	318	190
	G. 39.						19	18	657	775	198	18	14	1,282	1,092	98
	G. 43.	5	4	137	128	100	(Mixed		Grammar.)			16	15	1,023	1,012	228
	G. 46.	8	7	309	303	96	8	8	304	351	54	7	5	338	360	146

* 4th vacant.

† Including basement.

‡ Janitor's three rooms.

Wards.	School Nos.	GRAMMAR—BOYS.					GRAMMAR—GIRLS.					PRIMARY.				
		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY (Surface Measure.)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY (Surface Measure.)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY (Surface Measure.)	
					Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.
12th....	G. 52.	8	12	65	384	363	(Mixed)		Grammar.			8	6	406	426	208
	G. 54.	7	6	199	210	247						19	17	1,138	1,166	345
	G. 57.	15	16	669	724	100						17	16	1,067	1,100	260
	G. 68.	16	13	764	636	25	13	13	599	636	25	30	28	1,747	1,986	142
	G. 72.						14	16	603	1,069	98	5	2	83	312	.....
	P. 30.						148					8	4	148	226	184
	P. 32.						11					11	10	675	590	70
	P. 38.											14	14	778	711	74
	P. 42.															
13th....	G. 4.	13	13	507	518	82	12	11	444	436	174	15	13	971	855	120
	G. 34.	11	10	426	424	184	11	10	398	424	184	13	12	876	725	116
	P. 10.											10	11	606	795	276
	P. 20.											15	13	718	648	195
	P. 40.											14	20	852	1,461	57
14th....	G. 5.	5	6	116	276	163										
	G. 21.	6	7	174	290	190	6	7	167	290	190	8	8	435	482	236
	G. 30.						4	5	142	218	92	9	7	507	536	183
												7	8	441	498	184

15th.....	G. 10.	9	11	279	427	24	8	7	224	293	234	11	9	608	600	136
	G. 35.	20	20	843	995	52	16	12	569	662	400	10	10	518	704	76
	G. 47.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	8	571	613	289
16th.....	G. 11.	8	12	266	618	560	.....	.....	.....	.....	.....	12	12	612	880	171
	G. 45.	.....	.....	.....	.....	.....	15	15	560	637	352	14	12	758	772	272
	G. 55.	15	13	582	644	88	.....	.....	.....	.....	.....	11	11	665	881	228
	G. 56.	.....	.....	.....	.....	.....	13	14	488	578	306	14	11	838	786	280
17th.....	G. 13.	14.	11	548	487	120	13	11	524	487	120	22	13	1,350	819	86
	G. 19.	12	7	414	352	252	11	7	405	352	282	17	11	1,043	784	332
	G. 25.	14	10	560	391	241	14	10	518	391	241	16	10	1,019	644	272
	P. 6.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	6	366	428	58
	P. 9.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14	22	746	1,005	292
	P. 22.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	13	671	876	172
	P. 23.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	7	359	379	58
	P. 26.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	14	832	1,051	200
18th.....	G. 40.	17	16	701	814	350	.....	.....	.....	.....	.....	11	11	522	758	165
	G. 50.	.....	.....	.....	.....	.....	14	15	551	661	382	8	10	378	644	156
	P. 4.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	16	534	1,026	244
	P. 28.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	15	645	950	200
	P. 29.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	10	510	532	286
19th.....	G. 18.	12	12	530	504	33	12	12	520	504	33	18	16	962	990	42
	G. 27.	11	11	327	472	44	.....	.....	.....	.....	.....	16	16	734	947	57
	G. 53.	.....	.....	.....	.....	.....	18	18	875	758	46	21	19	1,241	1,205	150
	G. 59.	.....	.....	.....	.....	.....	20	16	877	668	247	24	19	1,463	1,159	360

WARDS.	SCHOOL NOS.	GRAMMAR—BOYS.					GRAMMAR—GIRLS.					PRIMARY.				
		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY. (Surface Measure.)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY. (Surface Measure.)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY. (Surface Measure.)	
					Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.				Class Rooms.	Main Rooms.
19th...	G. 70.	20	16	863	892	240	...	...	...	...	...	20	15	1,420	1,201	290
	G. 73.	...	...	...	...	...	11	14	364	901	37	17	15	1,045	1,238	54
	G. 74.	20	22	808	1,368	40	...	...	...	...	...	24	24	1,621	1,974	57
	P. 35.	...	...	...	...	...	...	...	...	...	...	20	20	1,107	1,888	186
20th....	G. 26.	14	14	600	744	405	...	...	...	...	...	13	13	653	1,020	370
	G. 32.	15	12	649	550	338	...	...	...	...	...	22	17	1,287	1,178	210
	G. 33.	...	...	...	...	...	15	10	663	400	357	19	12	1,226	957	232
	G. 48.	...	...	...	...	...	13	13	435	646	350	16	17	922	1,116	232
21st...	P. 27.	...	...	...	...	...	...	...	...	...	...	19	19	1,000	1,058	224
	G. 14.	15	15	565	780	300	14	15	547	780	300	23	22	1,385	1,744	438
	G. 49.	15	12	532	498	294	14	12	533	498	294	24	21	1,430	1,525	360
	P. 16.	...	...	...	...	...	...	...	...	...	...	20	20	1,003	1,286	268
22d....	G. 9.	8	8	313	370	140	7	8	285	370	140	...	...	...	...	...
	G. 17.	...	...	...	...	...	22	21	731	1,000	344	24	21	1,476	1,504	330
	G. 28.	13	13	515	737	35	13	11	541	737	35	23	21	1,313	1,090	52
	G. 51.	19	17	637	759	300	...	...	(Mixed)	...	...	21	18	1,271	1,194	240
23d....	G. 58.	17	14	747	614	392	...	...	...	...	...	19	12	1,778	854	276
	G. 69.	12	8	510	426	212	12	8	550	426	212	16	12	940	892	312
	P. 17.	...	...	...	...	...	...	...	...	...	...	8	8	448	432	...
	P. 41.	...	...	...	...	...	...	...	...	...	...	27	26	1,594	1,930	355

33d.....	G. 60.	15	16	628	772	146	(Mixed.)	.....	.....	18	19	990	1,462	114
	G. 61.	8	8	309	380	88	"	.....	.....	10	8	536	542	300
	G. 62.	10	10	357	528	192	"	.....	.....	16	15	864	926	228
	P. 33.	.....	.....	.....	.....	.....	.....	.....	.....	1	2	30	70	.....
	P. 43.	.....	.....	.....	.....	.....	.....	.....	.....	2	1	69	63	132
	P. 44.	.....	.....	.....	.....	.....	.....	.....	.....	4	4	153	232	58
24th.....	G. 63.	7	6	218	396	180	(Mixed.)	.....	.....	6	6	285	564	139
	G. 64.	10	19	421	1,536	388	"	.....	.....	.....	.....	.....	.....	.....
	G. 65.	5	5	157	289	190	"	.....	.....	4	4	228	360	280
	G. 66.	5	4	203	216	178	"	.....	.....	.....	.....	.....	.....	.....
	G. 67.	6	1	41	64	58	"	.....	.....	4	1	54	79	86
	P. 45.	.....	.....	.....	.....	.....	.....	.....	.....	4	6	149	667	114
	P. 46.	.....	.....	.....	.....	.....	.....	.....	.....	3	3	106	289	.....
	P. 48.	.....	.....	.....	.....	.....	.....	.....	.....	6	2	33	45	.....

TOTALS.

	Number of Classes.	Number of Class Rooms.	Average Attendance, Oct., 1892.	SEATING CAPACITY. (Surface Measure.)	
				Class Rooms.	Main Rooms.
Grammar—Boys.....	641	628	24,104	29,939	9,612
Grammar—Girls.....	547	522	20,652	23,901	7,958
Primary.....	1,475	1,385	81,918	90,811	20,000
	2,663	2,535	126,674	144,651	37,576

RECAPITULATION.—BY WARDS.

WARDS.	GRAMMAR—BOYS.					GRAMMAR—GIRLS.					PRIMARY.				
	No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY (Surface Measure.)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	SEATING CAPACITY (Surface Measure.)		No. of Classes.	No. of Class Rooms.	Av. Att. Oct., 1882.	Class Rooms.	Main Rooms.
				Class Rooms.	Main Rooms.										
1st...	6	7	156	287	138	5	6	117	246	138	15	13	628	807	289
2d.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	5	120	332	64
3d.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	4	95	212	100
4th.....	9	8	312	322	188	9	8	275	322	188	22	28	1,116	1,647	498
5th.....	11	10	374	422	90	9	10	330	284	226	20	23	1,075	1,283	565
6th.....	11	13	277	510	200	12	12	294	462	200	32	33	1,441	1,636	454
7th.....	23	25	698	991	306	19	19	681	811	160	50	53	2,827	3,168	815
8th.....	15	17	452	650	381	15	16	503	593	381	31	29	1,752	1,650	500
9th.....	26	22	1,107	1,033	422	31	29	1,227	1,340	517	75	71	3,993	4,031	1,298
10th.....	35	35	1,347	1,749	140	34	38	1,254	1,493	105	98	97	5,360	6,167	625
11th.....	35	36	1,273	1,078	275	36	37	1,255	1,877	248	104	97	5,599	5,907	997
12th.....	69	76	2,742	3,276	993	68	65	2,805	3,356	443	152	136	8,853	9,188	1,945
13th.....	24	23	933	942	266	23	21	842	860	358	67	69	4,022	4,484	764
14th.....	11	13	290	566	353	10	12	309	508	282	24	23	1,383	1,516	453
15th.....	29	31	1,132	1,422	76	24	19	793	955	634	30	27	1,697	1,917	501
16th.....	23	25	848	1,262	648	28	29	1,048	1,215	658	51	46	2,873	3,319	951
17th.....	40	28	1,522	1,230	643	38	28	1,447	1,230	643	112	96	6,389	5,986	1,470
18th.....	17	16	701	814	350	14	15	551	661	382	52	62	2,589	3,910	1,001
19th.....	63	61	2,528	3,136	357	61	60	2,636	2,831	363	160	144	9,593	10,642	1,196
20th.....	29	26	1,249	1,294	743	28	23	1,098	1,046	707	89	78	4,088	5,329	1,263
21st.....	30	27	1,097	1,278	594	28	27	1,080	1,278	594	67	63	3,818	4,555	1,066
22d.....	69	60	2,742	2,906	1,079	54	48	2,107	2,533	731	138	118	8,120	7,896	1,865
23d.....	33	34	1,294	1,680	426	(Mixed.)	.....	.....	.....	.....	51	49	2,632	3,295	852
24th.....	33	35	1,040	2,491	944	"	"	.....	.....	.....	27	22	855	1,974	669
Totals....	641	628	24,104	29,939	9,612	547	522	20,632	23,901	7,958	1,475	1,385	81,918	90,811	20,006

APPENDICES.

REPORT OF THE CITY SUPERINTENDENT.

CITY SUPERINTENDENT'S OFFICE, }
NEW YORK, Dec. 30th, 1882. }

To the Honorable the Board of Education :

As required by law, I have the honor to submit my annual report, showing the growth of our public school system in usefulness, efficiency, and attendance, the changes that have been made, and the work done under the Compulsory Education Act, and making such suggestions and recommendations as seem proper, in the light of the past year's experience.

NUMBER AND CLASSIFICATION OF SCHOOLS.

The whole number of schools under the supervision of the Board of Education is two hundred and ninety-eight (298), consisting of the following :

Normal College and Training Department.....	2
Grammar Schools for Males.....	46
Grammar Schools for Females.....	46
Grammar Schools for both Sexes.....	11
Primary Departments of Grammar Schools	68
Primary Schools (separate).....	45
Colored Schools.....	4
Corporate Schools (Industrial Schools, Reformatories, Orphan Asylums, etc.).....	48
Evening Schools.....	27
Nautical School (on board ship <i>St. Mary's</i>).....	1
Total.....	298

The following changes took place in the course of the year :

In May, Male Department No. 42 was transferred to the new building in Norfolk street, and it is now known as Male Department No. 75. A Primary Department under the government of the Grammar School Principal was organized in September, in the same building.

The Grammar and Primary Departments of No. 67 were consolidated in September, and now constitute and are known as Primary School No. 47.

ATTENDANCE OF PUPILS.

The daily average attendance for the year in the 298 schools participating in the School Fund, and under the jurisdiction of the Board of Education, is 138,329, an increase of 3,769 when compared with the attendance of the previous year. The average attendance in the Grammar and the Primary Schools, including the Training Department, is 119,527, which is 2,983 greater than the average attendance for 1881.

The following table shows the aggregate enrollment and average attendance of the Grammar and the Primary Schools and the Training Department, and the attendance in per cent. of the enrollment, for each school month during the year :

	Register Number.	Average Attendance.	Per Cent.
January.....	180,976	115,213	88
February.....	132,621	118,901	90
March.....	131,938	118,115	90
April	131,757	117,011	89
May	131,284	116,159	88
June	124,986	114,120	91
September	137,087	122,374	89
October	139,887	128,094	92
November.....	136,582	126,620	93
December	135,634	124,661	92

The average daily attendance for the month of October, 128,094, was 7,249 greater than that reported for the corresponding time last year, and 5,720 greater than for any month ever before reported.

The average daily attendance for the last four months of the year was 125,437, an increase of 6,504 over the same period in 1881.

The following table exhibits the average attendance and the whole number of pupils taught in each class of schools during the past three years :

SCHOOLS.	Average Attendance.			Whole Number Taught.		
	1882.	1881.	1880.	1882.	1881.	1880.
Male Grammar.....	21,208	20,219	19,549	36,113	35,130	33,838
Female Grammar.....	20,141	19,828	19,987	34,911	34,629	34,645
Mixed Grammar.....	3,281	3,317	2,753	5,610	5,704	4,750
Primary Departments...	53,289	51,725	48,883	116,456	110,423	101,342
Primary Schools.....	21,112	20,904	21,505	45,443	44,709	45,756
Colored Schools.....	501	551	571	1,146	1,317	1,359
Corporate Schools.....	9,690	9,675	9,543	27,673	24,130	23,109
Evening Schools.....	6,855	6,158	7,876	18,814	16,096	18,733
Normal College.....	1,190	1,127	1,250	1,961	2,043	2,191
Training Department..	969	949	897	1,692	1,611	1,527
Nautical School.....	98	107	105	98	107	191
Total... ..	138,329	134,560	132,869	289,917	275,899	267,441

The increase or decrease in attendance in the several classes of schools for the years 1881 and 1882, each compared with the year preceding, may be seen from the following table :

SCHOOLS.	1882.		1881.	
	Increase.	Decrease.	Increase.	Decrease.
Male Grammar.....	984	.....	670	.....
Female Grammar.....	313	.....		159
Mixed Grammar.....		36	564	
Primary Departments.....	1,564	.....	2,892	.....
Primary Schools.....	208	.....		601
Colored Schools.....		50		20
Corporate Schools.....	15	.....	182	.....
Evening Schools.....	697	.....		1,718
Normal College.....	68	.....		123
Training Department... ..	20	.....	52	.....
Nautical School		9	2	.....

The following table exhibits the average attendance and the increase, together with the percentage of increase, in the Grammar and the Primary Schools, for each of the past ten years :

YEAR.	Average Attendance.	Increase of Attendance.	Per Cent. of Increase.
1873.....	89,217	1,808	1.49
1874.....	95,987	6,680	7.83
1875.....	98,451	2,554	2.66
1876.....	100,789	2,338	2.37
1877.....	104,769	4,000	3.96
1878.....	109,417	4,628	4.42
1879.....	111,444	2,027	1.85
1880.....	113,198	1,754	1.55
1881.....	116,544	3,346	2.87
1882.....	119,527	2,983	2.50

From this it will be seen that during the past ten years there has been an increase of 31,618, or 36 per cent., in the average daily attendance.

In obtaining this daily average attendance only pupils present at least one and one-half hours each session were counted.

The average attendance of pupils in each of the twenty-four Wards of the City for the past three years was :

WARD.	1882.	1881.	1880.	WARD.	1882.	1881.	1880.
1st.	880	915	925	14th.	1,981	1,892	1,938
2d.	117	123	128	15th.	3,416	3,456	3,634
3d.	87	179	183	16th.	4,501	4,533	4,562
4th.	1,615	1,642	1,612	17th.	8,775	8,520	8,442
5th.	1,695	1,651	1,687	18th.	3,654	3,656	3,787
6th.	1,964	1,933	2,017	19th.	14,941	14,428	12,943
7th.	4,016	3,941	3,985	20th.	6,944	6,814	6,644
8th.	2,624	2,623	2,664	21st.	5,669	5,697	5,830
9th.	5,931	5,765	5,850	22d.	13,251	12,126	11,880
10th.	7,892	7,221	7,262	23d.	3,521	3,221	3,082
11th.	7,729	7,602	7,516	24th.	1,723	1,892	1,828
12th.	12,656	11,299	10,039				
13th.	5,463	5,813	5,086	Total.	119,995	116,942	113,524

From the table it will be perceived that there was during the past two years an increase of 630 pupils in the Tenth, 2,617 in the Twelfth, 1,998 in the Nineteenth, 471 in the Twenty-second, and 439 in the Twenty-third Ward. There was during the same period a decrease of 218 in the Fifteenth, 133 in the Eighteenth, and 161 in the Twenty-first Ward.

The increase or decrease in daily attendance in each of the twenty-four Wards during the year, as compared with the returns of 1881, was :

WARD.	Increase.	Decrease.	WARD.	Increase.	Decrease.
1st.....		35	18th.....		350
2d.....		6	14th.....	39	
3d.....		92	15th.....		40
4th.....		27	16th.....		32
5th.....	44		17th.....	255	
6th.....	31		18th.....		2
7th.....	75		19th.....	513	
8th.....	1		20th.....	130	
9th.....	166		21st.....		28
10th.....	671		22d.....	125	
11th.....	127		23d.....	300	
12th.....	1,357		24th.....		169

The Schools of the First, Second, Third, Fifteenth, Sixteenth, Eighteenth and Twenty-first Wards, which show a decrease this year, also showed a decrease last year in attendance, when compared with the returns of 1880.

The whole number of *different* pupils taught during the year in all the Grammar, Primary and Colored Schools, as shown by special returns made by the Principals, was 188,511.

The annexed table gives this fact, together with other statistics in reference to such class of schools :

SCHOOLS.	Total Enrollment.	Average Enrollment.	Average Attendance.	Per cent. of Attendance on Total Enrollment.	Per cent. of Attendance on Average Enrollment.
Male and Mixed Grammar Schools.	30,907	25,507	24,484	79	91
Female Gram. Schools	25,919	21,913	20,141	78	91
Primary Departments	94,986	59,931	53,289	56	89
Primary Schools....	35,745	23,894	21,112	59	88
Colored Schools.....	954	646	501	53	78
Total.....	188,511	131,891	119,527	63	91

There is an increase of 5,203 pupils in total enrollment, 3,345 in average enrollment, and 2,983 in attendance, as compared with the returns of the year 1881.

The table shows that 91 per cent. of the average enrollment attended school every session throughout the year.

The number of pupils in each of the grades in the different classes of schools will be seen from the following tables :

NUMBER OF PUPILS IN EACH GRADE.

Grammar Schools.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	Total.
Male Grammar	1,168	1,429	1,667	2,055	2,558	3,061	3,982	4,723	20,643
Female Gram.	1,227	1,238	1,689	2,073	2,847	3,144	4,243	4,808	21,269
Mixed Gram..	197	233	296	300	377	506	554	696	3,159
Colored Gram.	6	10	13	15	22	28	21	47	162
Total.	2,598	2,910	3,665	4,443	5,804	6,739	8,800	10,274	45,233

It requires about four years for the pupils to complete the eight Grammar grades. In 1878 there were 9,952 in the eighth grade, and in the past year 2,598 in the first, thus showing that of the number who commence the lowest Grammar grade about 26 per cent. become pupils of the first or highest grade.

Primary Departments and Schools.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	Total.
Primary Departments.	7,280	8,572	9,701	10,807	10,293	17,045	63,698
Primary Schools.	2,505	2,942	3,285	4,216	4,460	7,720	25,128
Colored Primary.	41	88	55	70	60	89	403
Total.	9,826	11,602	13,041	15,093	14,813	24,854	89,229

It thus appears that 66 per cent. of the total number of pupils were of the Primary grades, and 34 per cent. of the Grammar School grades. In this respect there is no change from the figures of my last annual report.

The annexed tables give the percentage of pupils in each of the grades in each class of schools :

PERCENTAGE OF PUPILS IN EACH GRADE.

Grammar Grades.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.
Male Grammar.....	5.66	6.92	8.07	9.95	12.39	14.62	19.29	22.88
Female Grammar....	5.77	5.82	7.94	9.75	13.39	14.78	19.95	22.61
Mixed Grammar	6.24	7.38	9.37	9.50	11.94	16.02	17.54	22.08
Colored Grammar...	3.70	6.17	8.02	9.26	13.58	17.28	12.96	29.01

Primary Grades.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.
Primary Department.....	11.42	13.46	15.23	16.97	16.16	26.76
Primary Schools.....	9.96	11.71	13.07	16.78	17.75	30.72
Colored Primary.....	10.17	21.84	13.65	17.37	14.89	22.08

The accompanying table exhibits the percentage of pupils in the several Grammar and in the several Primary grades :

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.
Grammar.....	5.74	6.43	8.10	9.82	12.83	14.90	19.45	22.71
Primary Departments and Schools.....	11.01	13.00	14.62	16.91	16.60	27.85	.....	.....

The following table shows what percentage of the total enrollment of pupils in all the schools, exclusive of the Colored Schools, belongs to each grade :

PERCENTAGE OF ALL THE PUPILS IN EACH GRADE.

GRADE.	Male Grammar.	Female Grammar.	Mixed Grammar.	Primary Departm'ts.	Primary Schools.	Total Grammar.	Total Primary.	
GRAMMAR.	1st..	0.87	0.91	0.15	....	....	1.93	....
	2d..	1.06	0.91	0.17	....	....	2.14	....
	3d..	1.24	1.26	0.22	....	....	2.72	....
	4th..	1.53	1.54	0.22	....	....	3.29	....
	5th..	1.90	2.12	0.28	....	....	4.30	....
	6th..	2.28	2.34	0.38	....	....	5.00	....
	7th..	2.96	3.16	0.41	....	....	6.53	....
	8th..	3.51	3.58	0.51	....	....	7.60	....
PRIMARY.	1st..	....	....	....	5.41	1.86	....	7.27
	2d..	....	....	....	6.38	2.19	....	8.57
	3d..	....	....	....	7.21	2.44	....	9.65
	4th..	....	....	....	8.04	3.14	....	11.18
	5th..	....	....	....	7.66	3.32	....	10.98
	6th..	....	....	....	12.83	5.74	....	18.57
Total..	15.35	15.82	2.34	47.53	18.69	33.51	66.22	
Total 1881. }	15.97	15.46	2.40	47.10	19.00	33.83	66.10	

PROMOTIONS.

Promotions from the Primary to the Grammar Schools are made semi-annually, and not oftener, except by the written permission of the City Superintendent. The law provides that no pupil shall be promoted from any Primary School unless examined in all the studies prescribed for the first grade of Primary Schools, and found qualified by the Principal of the Department into which the promotion is to be made. The course of study is so arranged that with satisfactory instruction the requirements for each grade can readily and properly be accomplished in a school term of five months. All pupils who have pursued the first grade studies for this period should be presented for examination to the Principal of the Grammar Department, who is to decide whether the pupils shall be promoted or not.

During the year 1882, 15,538 pupils were promoted to the Grammar Departments. The average attendance of the Primary Departments and Primary Schools was 74,094. The promotion was, therefore, 21 per cent. of the average attendance.

The accompanying table will give the average attendance of each Primary Department and Primary School, the number promoted, and the percentage the number promoted is of the average attendance :

WARD.	SCHOOL.	Average Attendance.	Number Promoted.	Per Cent.	WARD.	SCHOOL.	Average Attendance.	Number Promoted.	Per Cent.
1st..	P. D. No. 29.	486	82	17	13th..	P. S. No. 10.	528	101	19
	P. S. " 15.	105	6	6		P. S. " 20.	733	169	23
2d..	P. S. " 34.	117	21	18		P. S. " 40.	760	115	15
3d..	P. S. " 37.	87	9	10	14th..	P. D. " 5.	426	82	19
4th..	P. D. " 1.	416	121	29		P. D. " 21.	464	94	20
	P. S. " 12.	272	49	18		P. D. " 30.	414	69	17
	P. S. " 14.	349	62	18	15th..	P. D. " 10.	545	154	28
5th..	P. D. " 44.	606	155	26		P. D. " 35.	471	137	29
	P. S. " 11.	385	83	22		P. D. " 47.	485	103	21
6th..	P. D. " 23.	360	74	21	16th..	P. D. " 11.	580	117	20
	P. D. " 24.	293	74	25		P. D. " 45.	680	140	31
	P. S. " 2.	266	45	17		P. D. " 55.	615	122	19
	P. S. " 8.	390	73	19		P. D. " 56.	757	191	25
7th..	P. D. " 2.	899	193	21	17th..	P. D. " 13.	1,298	259	20
	P. D. " 12.	743	179	24		P. D. " 19.	921	245	27
	P. D. " 31.	442	126	29		P. D. " 25.	980	199	21
	P. S. " 36.	541	92	17		P. S. " 6.	355	81	23
8th..	P. D. " 8.	518	112	22		P. S. " 9.	673	133	20
	P. D. " 38.	748	196	26		P. S. " 22.	645	122	19
	P. S. " 25.	373	77	21		P. S. " 23.	312	63	20
9th..	P. D. " 3.	772	208	27		P. S. " 26.	741	109	15
	P. D. " 16.	260	70	27	18th..	P. D. " 40.	520	116	22
	P. D. " 41.	541	106	20		P. D. " 50.	367	53	14
	P. S. " 7	413	72	17		P. S. " 4.	513	88	17
	P. S. " 13.	637	125	20		P. S. " 28.	595	128	21
	P. S. " 18.	298	36	12		P. S. " 29.	454	77	16
	P. S. " 24.	725	150	21	19th..	P. D. " 18.	929	204	22
10th..	P. D. " 7.	734	187	25		P. D. " 27.	728	167	23
	P. D. " 20.	1,003	290	29		P. D. " 53.	1,116	265	24
	P. D. " 42.	1,464	400	27		P. D. " 59.	1,348	350	26
	P. S. " 1.	1,320	257	19		P. D. " 70.	1,335	310	23
11th..	P. D. " 15.	765	168	22		P. D. " 73.	956	131	14
	P. D. " 22.	897	230	26		P. D. " 74.	1,415	86	6
	P. D. " 36.	903	213	24		P. S. " 35.	1,020	147	14
	P. D. " 71.	856	168	20	20th..	P. D. " 26.	628	180	27
	P. S. " 3.	369	63	17		P. D. " 32.	1,223	279	23
	P. S. " 5.	641	149	23		P. D. " 33.	1,121	270	24
	P. S. " 31.	725	141	19		P. D. " 48.	825	157	19
12th..	P. D. " 37.	1,124	324	29		P. S. " 27.	893	169	19
	P. D. " 39.	846	166	20	21st..	P. D. " 14.	1,274	296	23
	P. D. " 43.	284	43	16		P. D. " 49.	1,289	286	22
	P. D. " 54.	354	74	21		P. S. " 16.	939	114	12
	P. D. " 57.	1,029	178	17	22d..	P. D. " 17.	1,310	96	7
	P. D. " 68.	893	224	25		P. D. " 28.	1,204	367	31
	P. D. " 72.	1,365	217	16		P. D. " 51.	1,238	255	21
	P. S. " 32.	115	10	9		P. D. " 58.	1,040	201	19
	P. S. " 38.	621	118	19		P. D. " 69.	862	275	32
	P. S. " 42.	686	133	19		P. S. " 17.	383	62	16
13th..	P. D. " 4.	911	199	22		P. S. " 41.	1,426	292	20
	P. D. " 34.	801	202	25	23d..	P. D. " 60.	868	182	21

WARD.	SCHOOL.	Average Attendance.	Number Promoted.	Per Cent.	WARD.	SCHOOL.	Average Attendance.	Number Promoted.	Per Cent.
	P. D. No. 61.	454	90	20		P. D. No. 65.	181	32	18
	P. D. " 62.	731	128	18		P. D. " 67.	51	22	43
	P. S. " 33.	31	2	7		P. S. " 45.	139	17	12
	P. S. " 43.	75	9	12		P. S. " 46.	97	14	14
	P. S. " 44.	143	21	15		Total	74,094	15,538	21
24th.	P. D. " 63.	252	45	18					

Primary School No. 15 was closed from May, 1881, to March, 1882.

Primary Department No. 40.—63 pupils of the 8th Grammar grade were transferred to the Grammar Department in September.

Primary Department No. 50.—30 pupils of the 8th Grammar grade were transferred to the Grammar Department in September.

Primary Departments Nos. 11, 35, 40 and 55 are exclusively for boys.

Primary Departments Nos. 41, 45, 47, 50 and 56 are exclusively for girls.

All the other Primary Departments and Primary Schools are or both sexes.

In Primary Schools Nos. 16 and 48, the 7th and 8th Grammar grades; in Primary School No. 45, the 5th, 6th, 7th and 8th Grammar grades; and in Primary School No. 47, the 4th, 5th, 6th, 7th and 8th Grammar grades, are taught.

TEACHERS.

The total number of teachers employed in all the schools participating in the School Fund was 3,544, an increase of 101 over the number employed the previous year.

The following table will give this and other facts in detail :

SCHOOLS.	Number of Teachers.	Average Attendance.	Pupils to each Assistant Teacher.	
			1892.	1881.
Normal College.....	38	1,190	32	31
Training Department.....	27	969	37	37
Male Grammar.....	621	21,203	37	36
Female Grammar.....	607	20,141	36	36
Mixed Grammar.....	105	3,281	35	37
Primary Departments.....	1,117	53,289	51	50
Primary Schools.....	493	21,112	47	47
Colored Schools.....	26	501	23	25
Evening Schools.....	306	6,855	25	25
Corporate Schools.....	264	9,690	63	64
Total	3,544	138,231	43	43

The whole number of teachers employed, including the Principals, in the Grammar and the Primary Departments, the Primary Schools, the Colored Schools, and the Training Department, is 2,996, classified as follows : 209 males and 2,787 females. The number employed shows an increase of 60 when compared with the returns of 1881.

The attendance in the above schools was 120,496, which is 3,003 greater than for the preceding year.

LICENSES OF TEACHERS.

The total number of licenses granted during the year was 199; 58 to males, and 141 to females; of the latter, 49 were graduates of the Normal College.

The number of applicants who presented themselves for examination at the City Superintendent's Office was 192; males, 86; females, 106.

Of the number examined 90 were rejected; males, 23; females, 67.

Of the 102 licenses granted, 31 were for the Grammar or Primary Schools, 10 for the Corporate Schools, 40 for the Evening Schools, and 21 for teachers of the special branches.

Of the above 31 licenses to teach in the Grammar or Primary Schools, 15 were conferred upon males and 16 upon females.

No person is permitted to perform service in any position as teacher in the public schools of this city until duly licensed. In accordance with the regulations of the Board of Education, candidates for license as teachers must be at least eighteen years of age. Examinations for such licenses are made by the City Superintendent, on the written request of a member of the Board of Education, or the Chairman of a Board of Trustees, or a majority of the Trustees of any Ward.

The subjects of examination for a *provisional* certificate for either Primary or Grammar Schools are Reading, Spelling, English Grammar, History of the United States, English Literature, Arithmetic, Algebra through Quadratic Equations, Plane Geometry, Descriptive Astronomy, Physics, Zoology or Physiology, and Principles and Methods of Teaching. The examination is partly in writing and partly oral.

Any candidate failing to receive an average of fifty per cent.

in the various studies prescribed, cannot be re-examined within one year, and any candidate receiving an average between 50 and 75 per cent. cannot be re-examined until four months shall have elapsed. No candidate can receive a certificate who fails to present the evidence of a good knowledge of the above subjects, or to show the culture, refinement of manners, and strength of physique which are indispensable to success in teaching.

Before the provisional certificate will be issued there must be presented to the City Superintendent a certificate as to the candidate's unexceptionable moral character, signed by the Chairman or a majority of the Trustees of a Ward, or by a Commissioner; also a certificate of a physician in good and regular standing in this city, certifying that he has examined and found the candidate to be in sound bodily health.

The provisional license granted certifies as to the literary, moral and physical qualifications of the candidate, and is usually given for six months, that there may be ample opportunity to ascertain, by means of actual work in the school-room, the teacher's ability to manage a class and teach it intelligently. This temporary license may be renewed at the expiration of six months in case the character of the teaching and management has not then been positively determined.

After an experience in actual teaching for six months, when satisfactory evidence as to *ability to teach* has been obtained by means of an examination of the class, a permanent license is awarded, which remains in force as long as the teacher holds the position and does good work.

In case of a positive failure to show satisfactory work in teaching, the temporary license expires by limitation.

Having obtained a permanent license, and a position as a regular teacher in a Primary or Grammar School, ample pro-

tection is given by the State laws and the by-laws of the Board of Education to ensure permanence in the position. The protection thus guaranteed works advantageously for all concerned, for the law securing a stable tenure of office for the teacher secures for the pupil instruction of a far superior character to what would be given him if doubt about continuance in position and consequent unrest troubled the teacher's mind.

The removal of a teacher can take place under the following conditions, as provided by the laws of the State :

The license of any teacher may be revoked for any cause affecting the morality or competency of the teacher, by the written certificate of the City Superintendent, and the written concurrence of two Inspectors for the district in which the teacher is employed ; but no such action shall be taken until at least ten days' previous notice has been allowed ; nor shall it take effect until such certificate of revocation has been filed in the office of the Clerk of the Board of Education, and a copy served upon the teacher. Any teacher whose license has been revoked as aforesaid may appeal to the State Superintendent of Public Instruction within ten days after service of a copy of the certificate of revocation, by the service of a written notice of appeal upon the City Superintendent ; and in case such appeal is taken the teacher shall not be disqualified until the revocation is confirmed by the State Superintendent.

A teacher can be removed by the Board of Education only upon the recommendation of the City Superintendent, or of a majority of the Trustees for the Ward, or a majority of the Inspectors for the District, and a vote of three-fourths of all the members of said Board.

The Board of Trustees for the Ward, by a vote of a majority of the whole number of Trustees in office, may also remove a

teacher, other than a Principal or Vice-Principal, provided the removal is approved in writing by a majority of the Inspectors of the District. And any teacher so removed has a right to appeal to the Board of Education, within ten days after service of the notice of removal. If the Board shall decide that there is no good cause for such dismissal, then the said teacher shall be entitled to the position and salary he or she had at the time of dismissal, with payment from date of removal.

From the foregoing statement of the law in relation to the removal of teachers, it will be seen that their rights are carefully protected; that removals even for a good cause are not easily made. In view of these facts, the wisdom of the plan of the provisional licenses, by means of which a teacher's ability to govern and teach a class can be ascertained before the permanent license shall give permanency to the position, becomes apparent.

SUPERINTENDENCY.

The duties of the City Superintendent of Schools are many and various. He is the examining and licensing officer for the 3,544 teachers employed in the city schools, and must exercise a general supervision over their attendance, their moral fitness and their continued efficiency. Duties inseparable from his direct and indirect relations to the Board of Education and its Committees, make large demands upon his time and attention. Besides all these the statute law assigns to him a great number of equally important and far more intimate responsibilities and relations to the 298 schools and their vast enrollment of 188,511 different pupils, constituting a system of public instruction that, when we remember it is under one municipal organization, is the most extensive in the world.

In the language of the statute, "It shall be especially the

duty of the City Superintendent to visit every school under the charge of the Board of Education as often as once in each year ; to inquire into all matters relating to the government, course of instruction, books, studies, discipline and conduct of such schools, and the condition of the school-houses and the schools generally, and to advise and counsel with the Trustees in relation to their duties, the proper studies, discipline and conduct of the schools, the course of instruction to be pursued, and the books of elementary instruction to be used therein ; and to examine, ascertain and report to the Board of Education whether the provisions of the act in relation to religious sectarian teaching and books have been violated in any of the schools of the different wards of the city ; and to make a monthly report to the Board of Education, stating which of the schools have been visited by him, and adding such comments, in respect to the matters above specified, as he may consider necessary and advisable ; and to transmit to the respective Boards of Ward Trustees copies of so much of such reports as relates to schools under their management."

The mere enumeration of these additional duties, so important, so necessary and so comprehensive in their connections with this vast system, at once suggests the moral and physical impossibility of their fulfillment by any one person. These inquiries cannot be properly made without more or less protracted visits to every class-room ; and these visits make necessary a corps of Assistant Superintendents, directly responsible to the head of the department, intimately familiar with all the details of the system and with the scientific principles of education, as well as the best methods of imparting instruction.

Individual schools, without general oversight, may and sometimes do produce results equal to those found under the

best supervision. There are many teachers who by their own efforts and wide experience become skilled in their work and attain the best results ; but the aggregate of good results in schools under intelligent supervision is far greater than in the same number of schools without it.

It is not enough that the teacher has extensive scholarship that he is industrious, energetic, earnest ; that he stimulates his pupils to exert themselves in study. His methods may be wrong, his results delusive. The appeal may be habitually and chiefly to the pupil's memory of words, to his ability to recite rather than to his understanding. The teacher may have no true conception of what education really is ; no standard for a true measure of his own work. Very much of the poor work done in schools is the result of a false standard as to what constitutes real education.

Efficient supervision does much toward changing this condition of things, where it exists, to that better state in which the instruction is based upon the art of teaching and a knowledge of the science of education. With reference to the work of Superintendents, Mr. Philbrick, ex-Superintendent of the Boston Schools, says : " Its aim is to discover, to a greater or less extent, the tone and spirit of the school, the conduct and application of the pupils, the management and methods of the teachers and the fitness and condition of the premises. Good inspection commends excellence, gently indicates faults, defects and errors, and suggests improvements as occasion requires." The just recognition of faithfulness and skill in the class-teacher, and of judgment, tact, and energy in the Principal of the school, forms the chief burden of the detailed reports made by the Assistant Superintendents.

The minute and extensive records of this department and of the Board conclusively show how few deficient classes and

schools there are, when compared with the number reported "excellent" in the "character of instruction," "discipline" and "general management."

The recent unanimous reelection of the experienced gentlemen associated with me as my Assistants is but a just and practical recognition by the Board of the efficiency and spirit with which they have performed their difficult and delicate duties.

EXAMINATION OF SCHOOLS.

In conformity with law, all schools and classes under the charge of the Board of Education have been examined at least once during the year. In these examinations a careful and patient inquiry is made into the discipline, progress in study, punctuality of pupils, care of text-books, ventilation—in short, everything that characterizes efficient management and makes an excellent school. In illustration of the increase in magnitude of the work thus required and performed, it may be mentioned that in 1866 in the Grammar and Primary Schools, the Superintendent's Department, consisting of a Superintendent and five Assistants, examined a total of 1,165 classes, while the discharge of a like duty during the present year necessitated the examination of 2,500 classes.

The following exhibit of the character of instruction, and of the discipline in the several classes of schools, is presented for the information of the Board :

CHARACTER OF INSTRUCTION.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	Total.
Male Grammar.....	305	205	22	..	..	532
Female Grammar...	417	92	1	..	..	510
Mixed Grammar....	51	36	1	..	..	88
Primary Departm'ts.	694	227	5	..	..	926
Primary Schools...	274	144	3	..	..	421
Colored Schools....	7	15	1	..	..	23
Total.....	1,748	719	33	..	..	2,500

Of the 2,500 classes examined, 1,748 were reported *excellent*, 719 *good*, and 33 *fair*.

CHARACTER OF DISCIPLINE.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	Total.
Male Grammar.....	477	58	5	..	1	541
Female Grammar...	512	3	..	..	..	515
Mixed Grammar....	83	9	..	..	..	92
Primary Departm'ts.	904	60	3	..	..	967
Primary Schools....	396	32	1	..	..	429
Colored Schools....	15	8	..	..	..	23
Total.....	2,387	170	9	..	1	2,567

In discipline 2,387 were marked *excellent*, 170 *good*, 9 *fair*, and 1 *bad*.

The character of the Principals' management in the several schools, is shown in the following table :

GENERAL MANAGEMENT.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	Total.
Male Grammar.....	35	8	3	..	..	46
Female Grammar...	42	1	..	..	..	43
Mixed Grammar....	8	3	..	..	..	11
Primary Departm'ts.	60	8	..	..	..	68
Primary Schools....	38	5	..	..	..	43
Colored Schools.....	2	2	..	..	..	4
Total.....	185	27	3	..	..	215

The comparative proficiency of the several classes of schools in *discipline, reading, spelling, writing* and *arithmetic*, for the years 1881 and 1882, is exhibited in the accompanying table :

TABLE OF COMPARATIVE PROFICIENCY IN 1881.

[E means Excellent; G, Good; F, Fair; I, Indifferent.]

SCHOOLS.	DISCIPLINE.				READING.				SPELLING.				WRITING.				ARITHMETIC.			
	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I
Male and Mixed Grammar....	89	10	1	..	68	30	2	..	84	15	1	..	85	15	..	..	57	35	6	2
Female Grammar.....	99	1	..	..	84	16	..	..	96	4	..	..	93	7	..	..	71	27	2	..
Primary Dep'ts and Schools...	89	10	1	..	71	28	1	..	81	18	1	..	76	23	1	..	68	28	4	..
Colored Schools.....	59	33	4	4	17	67	16	..	29	50	17	4	42	46	8	4	29	29	34	8
Total.....	91	8	1	..	72	26	2	..	85	14	1	..	81	18	1	..	66	29	4	1

TABLE OF COMPARATIVE PROFICIENCY IN 1882.

[E means Excellent; G, Good; F, Fair; I, Indifferent.]

SCHOOLS.	DISCIPLINE.				READING.				SPELLING.				WRITING.				ARITHMETIC.			
	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I
Male and Mixed Grammar.....	88	11	1	..	71	27	2	..	86	12	2	..	85	14	1	..	57	34	7	2
Female Grammar.....	99	1	..	..	90	10	..	..	96	4	..	..	97	3	..	..	75	23	2	..
Primary Dep'ts and Schools, ..	93	7	..	..	75	24	1	..	87	13	..	..	82	18	..	..	74	21	5	..
Colored Schools.....	65	35	..	..	52	48	..	..	61	35	4	..	74	26	..	..	35	48	17	..
Total	93	7	..	..	77	22	1	..	88	11	1	..	86	14	..	..	69	25	5	1

The average result in *discipline, reading, spelling, writing and arithmetic*, appears below :

AVERAGE STANDING OF THE SCHOOLS.

SCHOOLS.	Discipline.		Reading.		Spelling.		Writing.		Arithmetic.	
	1882	1881.	1882.	1881.	1882.	1881.	1882.	1881.	1882.	1881.
Male and Mixed Grammar...	96	97	92	91	95	96	96	96	87	87
Female Grammar.....	100	100	97	95	99	99	99	98	93	92
Primary and Primary Dep'ts.	98	97	93	92	96	95	95	94	90	91
Colored.....	91	86	88	75	89	77	93	81	79	70

From this tabulated statement it will be seen that the Male and Mixed Grammar, Female Grammar Schools, Primary Departments and Schools and Colored Schools, improved in *reading*; Female Grammar, Primary Departments and Schools and Colored Schools, in *writing*; Primary Departments and Schools and Colored Schools, in *discipline* and *spelling*; Female Grammar and Colored Schools, in *arithmetic*; the Mixed Grammar slightly retrograded in *spelling*, and the Primary Departments and Schools, in *arithmetic*.

The average result in *discipline, reading, spelling, writing* and *arithmetic*, for the past ten years, appears in the following table:

AVERAGE RESULT OF EXAMINATION.

YEAR.	Discipline. Per cent.	Reading. Per cent.	Spelling. Per cent.	Writing. Per cent.	Arithmetic. Per cent.
1873.....	90½	82	83	82	79
1874.....	90	80½	83½	82½	78
1875.....	93	83½	86	83½	80½
1876.....	94½	85½	88½	86	88½
1877.....	95½	88½	90½	88½	88½
1878.....	95½	91½	94½	93	85½
1879.....	96½	89½	92½	92½	87½
1880.....	97½	92½	93½	94½	97½
1881.....	97½	92½	96	94½	90
1882.....	98	94	96½	96½	90½

DISCIPLINE.

The Grammar and the Primary Schools comprise two hundred and twenty Departments, with an average aggregate of one hundred and twenty thousand pupils in daily attendance. These pupils assemble at nine o'clock on the morning of each school day, and are participants in exercises which, lasting until about twenty minutes past nine, constitute the formal opening of the labors of the day. At these formal openings at which these one hundred and twenty thousand children attend, discipline, order and decorum are exhibited that can hardly be paralleled. Rapidity and precision of movement, the orderly action that conduces to methodical thought ;

silence, attention, intelligent obedience, respect for the law—all these are there. A half-hour spent at the opening of any of our schools, and in reflection upon what is to be seen there, is of itself almost sufficient to show how great a work in this respect our system of public education is performing. At the close of the introductory exercises, this great multitude breaks into divisions numbering about fifty each, and two thousand five hundred teachers, in two thousand five hundred classrooms, commence the more serious labors of the day. From nine thirty A. M. until three in the afternoon, so much is there to do for head and hand that little time for mischief or disorder can be found. So true is this, that during the year only ten classes in a grand total of two thousand five hundred and sixty-seven, or less than one-half of one per cent., were noticeably deficient in discipline at the time of the Superintendent's examinations.

As corporal punishment is prohibited, and as the accomplishment of the above result necessitated recourse to suspension in only eighty-seven instances during the year, it is not too much to say that our teachers' most delicate and difficult duty has been admirably performed.

STUDIES AND PROGRESS.

I submit herewith general remarks in relation to studies pursued in the schools, and such suggestions and recommendations as may appear necessary.

READING.

"Reading is to the mind what exercise is to the body. As by the one health is preserved, strengthened and invigorated ;

by the other, virtue (which is the health of the mind) is kept alive, cherished and confirmed."

Taste, judgment and skill are required for the proper presentation of this subject. In our city, the difficulties to be overcome in reading will suggest themselves, when attention is directed to its large population of foreign birth, and speaking a foreign language. In some classes and schools fifty to ninety per cent. of the pupils hear little or no English, or else very bad English, spoken at home. As there cannot be good reading without a clear understanding of the meaning of the words employed, it will readily be seen how slow and laborious is the progress of hundreds of our pupils, limited, as they must be, in vocabulary, and how efficient and praiseworthy is the labor of our teachers, building, as they do, with so little material to build with. Reading, however, that combines good articulation, correct accent and emphasis, and proper pronunciation, is common in our schools, and in many of them deserve special commendation for its excellence. While the examinations constantly made the points just mentioned items of inquiry, they never failed to keep prominently in view the fact that reading is silent as well as oral, and that ability to get and keep the knowledge contained in each printed page is of the first importance. Frequently the Superintendent called upon only a part of each class to read orally, always directing attention to the fact that the silent readers were as usefully employed as those that read aloud. After the books were closed, the pupils were required to tell what they had read, each pupil, in his own language, giving a part of the subject matter. In addition to the exercise thus incidentally given in what might be called oral composition, embodying practice in the use of words, the construction of sentences, and the establishment of logical order, the pupils are in this way led to see

the great purpose of reading, and, more important than anything else they do or learn at school, are led to form the habit of *reading attentively*.

It seems almost idle to say that a suitable text-book in reading is necessary, in order that satisfactory improvement may be made; nevertheless instances occur in which a want of judgment in this very respect makes what would otherwise be a trite, become at least a pertinent recommendation. In some of the classes in the four higher grades the readers in use are too difficult. Many of the text-books on ancient and modern history are objectionable, when used as supplementary readers.

In all these unsuitable books either new words are presented more rapidly than they can be understood and retained, or very little ground is covered in reading.

The selection of proper text-books is one of the marks by which the Principal's tact and judgment are most clearly shown.

There were 2,500 classes examined, of which 1,915 were reported *excellent*, 559 *good*, 25 *fair*, and 1 *indifferent*.

SPELLING.

During the past year spelling has been taught with much success, but a lack of economy of time and effort still continues in some cases.

Words in common use may, for spelling purposes, be divided into two general classes—those which readily admit of mistakes, and those which only a genius for originality in spelling can pervert from their usual form. To attempt to teach the latter class is a waste of effort on the part of the teacher, and deprives the pupil of opportunities for instruction in other

things. In no subject more than in spelling should care be taken to review the ground covered in preceding grades. To fix words in the mind can easily be accomplished by occasional reviews, but to recall them after having been forgotten imposes greater labor on both teacher and pupil. To learn in a lower grade the spelling of certain important words is of little benefit to pupils, if they are allowed to fade from the mind through lack of proper attention on the part of teachers of the higher grades.

The important words of the reading lessons, in connection with lists of miscellaneous words judiciously graded, have in most schools been intelligently and efficiently taught. The daily spelling exercises, carefully written and arranged in an orderly manner, have not only tended to improve the spelling, but also to establish, even in the lower grades, legible writing and the correct use of capitals and of punctuation marks.

In the sentences written from dictation—sentences based upon the ground covered—more errors were found than in the spelling of words given singly; but the errors were generally more frequent among familiar personal names and monosyllabic and other short words commonly used. Teachers should, therefore, pay closer attention to the spelling of such names and words, but care should be taken that the pupils be not overtaxed in attempts at mastering difficult names of even distinguished personages.

In the Primary Departments the selection of lists of miscellaneous words has been more carefully attended to than heretofore.

In all the grades oral spelling continues to improve; and in those grades in which words are written on slates from dictation, the results also show a decided improvement. Occasionally, in the sentences which the pupils in the first and second

grades are required to construct and to write on their slates, there are errors in spelling which do not occur when the same words, selected from the reader or from the list of familiar words, are dictated by the teacher : as in Grammar Departments, these errors are chiefly made in writing monosyllables in common use.

During the year, 2,500 classes were examined ; 2,190 were reported *excellent*, 281 *good*, 26 *fair*, and 1 *indifferent*.

MEANING AND USE OF WORDS.

This part of the pupil's education underlies and accompanies all the other departments of study. Its importance seems to be equalled only by the difficulty which it presents, a difficulty which would be lessened if what follows were kept more steadily in view.

A pupil's vocabulary should be understood to consist of the words that he will use in speaking and writing, and those words only. Words that are found chiefly in books, and in reference to which an appeal to the dictionary must be made, are of little or no importance, so far as the pupils in our schools are concerned. An exercise in definitions does not seem to be conducted properly when such words as "through," "chimney" and "apron," which the scholars habitually use correctly, are permitted by the teacher to form a part of the lesson for the day. These words should be spelled ; their definition or their use in a sentence is a waste of time. "Valetudinarian," "argosy" and others, which the pupil may never use, the teacher should carefully avoid. When such words do occur in the reading lesson or elsewhere, for the illustration of the passage the meaning should rapidly be given by the teacher, no memorizing on the part of the pupils being required. The context and the dictionary will do what little

remains to be done. To spell these words and use them in sentences, is worse than idle. If it is borne in mind that spelling and definitions are diverse totally in aim and character, and that words may be classified in respect to usefulness and importance, much will be saved in both time and effort; for he who spells will not define "through" and exemplify its use by constructing a sentence, and "separate" will take precedence, it may be to the total exclusion of "algorithm" and "impeccable." It may be said that too much has been attempted in the way of formal definition and construction. Four or five words a day are enough, if thoroughly taught and carefully reviewed. Of these words the teachers should keep lists, and class lists should be compared, in order that useless duplication may be avoided. The "definitions" in some of the readers are of little use, being chiefly synonyms, and sometimes incorrect. The context is, however, always available for the correction of such mistakes. In conclusion, it may be said that intelligent use in a sentence constructed by the pupil is the test of work well done in the meaning of words, and that judged by this standard satisfactory progress has been made during the year.

ARITHMETIC.

The pupils of the lower Primary grades, by special provision of the by-laws of the Board of Education, are under the care of teachers of large experience or of special fitness for the task of instructing those who have just commenced their school life. Naturally there should be expected in such classes results of decided excellence, and, as a matter of fact, all reasonable expectations are more than fulfilled. In the higher grades much creditable work is done, and the progress made in many classes is all that can be desired. There are, however, yet

teachers who, judged by their mode of questioning, do not seem to remember that the same arithmetical truth may be stated in more than one way; such teachers, by their lack of proper method of instruction, raise barriers between addition and subtraction, and between multiplication and division, and thus they fail to make easy the transition from one to the other.

A commendable feature in the mental arithmetic of the first and second Primary grades has been the application of the tables of weights and measures in simple practical questions.

With few exceptions, the work done in the Grammar Departments in arithmetic has been marked by intelligence of method and earnestness of effort. In several Departments the improvement made during the year has been of a noteworthy character, and reflects great credit on their Principals and class-teachers. Simplicity and directness of method have been generally observable, and thus less time has been wasted than heretofore in heaping up figures in such masses that inaccuracies were almost sure to occur. In the fourth grade classes the great variety of examples caused some difficulty to those teachers who failed to generalize sufficiently. It is believed that the perplexity will, to a great extent, be found to have been removed by the amended course of instruction.

The difference between the methods employed in the treatment of fractions in the seventh and sixth grades created a difficulty in the sixth, and in the seventh tended to lessen, by disuse, the ability of the pupil to deal with numbers of any considerable magnitude. The new distribution of the course in fractions will prove an effectual remedy for both of these evils.

In the Grammar Departments instruction in weights and measures is, in most cases, given by the youngest and most in-

experienced teachers, and, therefore, needs the most careful supervision on the part of the Principals. Many of the terms employed are in such common use that the thought may never occur to some teachers that these terms may not be understood by the pupils. Especially is this true with reference to measurements of length, surface and capacity, concerning which children at times have strange notions, such as measuring the *width* of a room by square measure, and its *height* by cubic measure. To guard against such errors, the *measuring unit*, with its use, should be distinctly presented to the minds of the pupils. Nothing should be taken for granted; but, by careful questioning, the teacher should elicit whatever points may need explanation. Not only should the uses of the different terms be taught, but, where things of different values have the same name, the distinction between them should be carefully impressed. This, with a few simple mental examples in reduction, will do much towards lessening the difficulty of teaching denominate numbers in the higher grades.

In arithmetic, 1,729 classes were reported *excellent* in instruction, 638 *good*, 121 *fair*, 6 *indifferent*, and 6 *bad*.

PENMANSHIP AND SLATE-WRITING.

Ten years ago penmanship was introduced into the Primary Schools and Departments, to be taught to the pupils of the three higher grades. Some Principals then thought that pupils of a grade as low as the third would not be able to use the pen, and that the attempt would prove a failure; but where proper attention has been given, a decided success has been attained.

In the great majority of Primary classes the elements of this subject are now well taught, and in many cases (not all of them

in the most favorable neighborhoods) the results reach a very high degree of excellence.

In view of what has already been accomplished, it is recommended that in the highest grade part of the dictation exercises be written with a pen instead of the pencil, so that the pupils may at an early age put to a practical use their knowledge of penmanship.

In most of the Grammar Schools the work in the copy-book has been found worthy of high commendation ; in fact, in a number of them the progress has been so great that, in the first and second grades, writing from the copy might profitably be reduced to an occasional exercise, thus leaving more time for practice in dictation, copying paragraphs, letter-writing, and so forth.

In many of the schools the off-hand penmanship has been of a corresponding character with the copy-book writing, but in some cases the former has not appeared as creditable an outgrowth of the latter as it should have been.

It is desirable, as far as possible, to have even the youngest pupils able to write a legible hand ; due attention should, therefore, be given to such exercises in penmanship as are especially designed to facilitate the securing of this result.

In a large proportion of the Departments great care has been displayed in the copying of the original compositions, and in such cases the results verify the predictions made as to the practical value of this writing exercise, even in the lower grades.

As a rule, excellence in penmanship is both preceded by and accompanied with a systematic and successful teaching of slate-writing. Slate-writing that is done without proper supervision and direction as to size, slope, arrangement, and so forth, begets habits of writing that injuriously affect the work

done with the pen, despite the teacher's best efforts in teaching penmanship. A uniform arrangement of the slate work, carried out in each class, is a feature which marks each of the Departments that develop the best results; this uniformity of arrangement is gradually being adopted in Primary and Grammar Departments alike, and has materially aided in the improvement shown by the work of the schools during the year.

The satisfactory character of the instruction in this exercise is exhibited by the results of the examinations during the past year. Of the 2,500 classes examined, 2,136 were reported *excellent*, 351 *good*, 11 *fair*, and 2 *indifferent*.

COMPOSITION AND GRAMMAR.

Composition as a class exercise has received a due share of attention in nearly all the Grammar Schools during the year, and, with few exceptions, the results have been very satisfactory. Much the greater part of the work is done upon the slates. In most cases a very excellent effect has been produced upon the style and character of the slate writing. In some instances, however, it has been found necessary to admonish the teacher not to let this very important exercise lead to a habit of scribbling.

The compositions corrected and copied upon paper are generally creditable exercises, especially where the teachers have not allowed them to run to undue length. In the upper classes letter-writing forms an important part of the work done. In the lower classes the greater part of these exercises is based upon the oral lessons on objects. Great care must be exercised in these compositions in order that the pupils may not fall into the habit of using the teacher's language instead of their own. It is a creditable indication of the tact

and skill of the teachers that this practice in the class compositions is the exception and not the rule.

During the year just closed, the plan of teaching English grammar in the fourth and third grades without the use of a text-book by the pupils, has been fully tried and has proved a success. Of only a very few teachers can it be justly said that they have failed ; and even of these, and of the somewhat larger number who have been but moderately successful, it may be confidently anticipated that the added experience of another year will develop the requisite skill.

The best results have been produced by those who have adhered most closely to the simplest system of sentence building. Technical terms, sparingly used and never introduced until the necessity has arisen ; definitions drawn from the pupil himself by appeals to his intelligence, and then put into the briefest and simplest form by the teacher, and exemplified and fixed by the discussion of short sentences of the pupil's own construction, the practice of correcting common errors and applying thereto the simple scientific principles as, one by one, they are understood by the pupil ; these mark the chief steps by which the skillful teacher awakens an intelligent interest in his class, and gives to every lesson in grammar an obvious practical importance. "The verb and its subject *must* agree in number" is not a mere abstraction, but a practical and guiding rule to the boy who, instead of merely reciting "Rule 2d," as the thing with which to end in parsing a noun or pronoun, has been properly taught to compare "We was there" with "We were there," "Fishes swims" with "Fishes swim," and "James and I was present" with "James and I were present." In a similar manner as soon as he has practically learned through his own sentence building the simple construction and dependence of adjectives and

adverbs, the comparison of "The bird sings sweet" with "The bird sings sweetly," or "He did it good enough" with "He did it well enough" points out to him the nature of these errors and teaches him to correct them.

"James and me saw it" compared with "James and I saw it," "they paid John and I" with "They paid John and me," "It was him" with "It was he," if introduced as soon as subject, object, or attribute pronouns are considered, assist at once to correct such errors of speech and to fix the principles usages or rules upon which the corrections depend. The errors occurring day by day during the various recitations and in the compositions and other exercises of the class, will furnish the skillful and vigilant teacher with an abundance of material with which to make the instruction in grammar anything but a teaching of abstractions.

The corrections of errors in speech forms an important part of the requirements of the Course of Study in every grade. The Teachers' Manual suggests that these corrections shall be made incidentally as the errors arise in the class rooms, and also that there be "oral exercises specially adapted to this purpose." Teachers meet these requirements in various ways and with various degrees of success. The "oral exercises" are practically the most important, for they are in the nature of a review, and, where properly conducted, make the most permanent impression. The whole struggle is with bad *habits* in speech; and it is soon found that an error, such as "I seen him," is not to be removed by merely *incidental* correction, but demands such treatment as shall tend to form a *counter habit*. This requires time, persistence, repetition, and above all, spirit and method. One of the best plans in general use may be briefly stated. The "incidental" corrections of the day are roughly jotted down, and from these a suitable selection is made from

time to time and entered in a book. Once or twice a week the material thus accumulated forms the basis of a brief but spirited oral exercise. The teacher reads, "He done it." The pupil whose turn it is, says, "He *done* it. Wrong; *done* for *did*; he *did* it." He thus points out the error, corrects it, and may then contrast the right use of the word with the wrong use.

The teacher reads, "Is the books ready?" The pupil repeats and then says, "Wrong; *is* for *are*; *are* the books ready?"

Teacher, "I knowed my lesson." Pupil, "I knowed my lesson. Wrong; *knowed* for *knew*; I knew my lesson. There is no such word as *knowed*."

In the same way gross mispronunciations, such as the-á-tre for thé-atre, gross misuse of words, as *awful* for *very*, slang, and other "errors of speech" may be and are systematically and successfully combated.

GEOGRAPHY.

The satisfactory amount of success that has hitherto marked the teaching of Geography in our schools still continues. The facts of this subject, when judiciously selected and presented in an interesting way, are seized upon with avidity by the mind of the pupil, and are readily retained; hence, to make instruction in this branch of study of real value, there must be an absolute avoidance of set question and answer, and there must equally be an employment of all means and methods calculated to infuse life into the recitation, and thus to awaken and develop interest on the part of the class.

The globe and the map are indispensable to the proper teaching of the earth's shape and motions, its climates and seasons, and the varied character of its surface; of the physical and political divisions of that surface, their relative

magnitude, and the location of their important features, natural and artificial. That the map may have its proper value it should not be allowed to retain upon it boundaries that no longer exist. This is thoroughly understood by many teachers, and they have made modifications upon the wall-map by which the most recent political changes are clearly shown to their pupils.

In this connection attention should be called to the very great value of map-drawing as means of impressing upon the pupil the local geography. The map-drawing here mentioned refers to a rapid sketching, on black-board or slate, of the outline of the continent or country, sea or bay, that may be the subject of inquiry. In this outline the pupils may rapidly locate those features that may be needed to exemplify the points under discussion. It is better to impress upon the mind's eye of the pupil even a brief outline, with the relations of the several parts well understood, than to fix in the memory a much greater number of facts, if their importance be lessened by their disconnected character.

In many classes, even of the lower grades, the leading facts that are found in all geographies, have been supplemented by the teacher with statements that have given an added interest to the subject.

The amended Course of Study removes the geographical text-book from the classes of the lower grades; this necessarily brings the globe and the outline map into greater prominence as instruments for the instruction of the pupil. It would greatly benefit the pupils if *each class* were supplied with the outline map or maps required for its grade, so that no time would be lost in sending to other class-rooms for them; and that by their continued presence on the walls of the class-rooms they might gradually and insensibly make an

indelible impression of their leading features. For similar reasons a small, inexpensive globe continually present in each class-room would enable the teacher to give the pupils a clearer idea of all those points in geography that depend more particularly on the rotundity of the earth.

The whole number of classes examined was 1,336; 1,061 *excellent*, 248 *good*, 26 *fair*, and 1 *indifferent*.

HISTORY OF THE UNITED STATES.

This subject continues to receive the attention which its importance demands. The disappearance of the text-book from the fifth and the fourth grade has resulted beneficially. The instances in which the pupils were permitted to take notes so full as to become practically—in some cases actually—a transcript of the abolished book, were, perhaps, too frequent. At the present time, however, it may be said that there is almost complete compliance with both the spirit and the letter of the law.

The use of the text-book on United States history as an occasional substitute for the regular reader, is a feature in many classes and schools; and the general adoption of this practice the Superintendent most earnestly recommends. That the study of history is to a very great extent, if not completely, an exercise in attentive and intelligent reading, should always be borne in mind; and the practical application of this truth will materially lighten the labor of both teacher and pupil. The cultivation of a taste for historical reading is something that must be kept constantly in view.

The whole number of classes examined in this branch of study was 549; of these 489 were found to be *excellent* in instruction, 56 *good*, 3 *fair*, and 1 *indifferent*.

OBJECT LESSONS AND ORAL INSTRUCTION.

The chief purpose of object lessons being to secure a systematic development of those faculties by means of which the child must acquire his knowledge, therefore, the manner of giving the lessons is of much greater importance than the topics chosen for them. The objects suitable for these lessons are innumerable, and an abundance of them are within the reach of every teacher. The good judgment, or lack of it, as shown by the collections made, and the skill with which the chosen objects are used in the exercise of the pupil's several senses, and the habits of observation developed thereby, determine whether the teacher's work is of the right character. Hence mere information about the objects, given by the teacher and memorized by the pupils, does not comply with the purposes of the required instruction in relation to this subject.

The pupils must be trained to perceive different qualities and other characteristics of objects by the use of their own senses in seeing, hearing, feeling, and so forth, before they can properly be required to remember facts about them. If the teacher conduct these lessons in a manner that does not secure a proper training of the child's perceptive powers, the teaching will not accomplish the real purpose of object lessons.

At the date of the first publication of the 'Teachers' Manual, oral lessons on objects had been but recently introduced as a branch of instruction in the Grammar Schools. By a great number of teachers its chief purpose was entirely misapprehended, notwithstanding the efforts at explanation that were made at the time. It was assumed—and some teachers would still seem to be of the opinion—that these lessons were

chiefly intended to give valuable and interesting knowledge of what were known as "Common Things." If the pupil, by means of frequent drill and concert repetitions in the exact words of the teacher of set answers to a fixed set of questions, could promptly and correctly recite what he had thus been taught, and especially if he showed that he understood what he recited, then, in the opinion of such teachers, all that was worth doing was accomplished. It is hardly necessary to add that such a course of proceeding can in no way be commended.

By the revised Course of Study just adopted by the Board, these "Oral Lessons" are appropriately classified under their proper head as a part of the Language Lessons. They are *oral*, because they are to be given without books either in print or in manuscript; they are on *objects*, for the purpose of developing the pupil's perceptive, conceptive and reflective powers; and are called *language lessons*, because their leading purpose is to train the pupil to express in his *own words* what he thinks and what he has learned of the objects considered.

When all this has been done, first, by the teacher's skill in giving a *conversational* lesson on the object; secondly, by rapid informal questioning to ascertain to what extent the proper impression has been made and the statements understood; and thirdly, by the attempt of the pupil to state orally or in writing, in his own language, however crudely, so much of the lesson as he can recall, then, excepting the final correction of spelling and expression, the "oral lesson" or "language lesson" has been given. This is, in substance, the most valuable part of what is now known as the "new education," and has met the unqualified approval of leading educators throughout the civilized world.

When properly presented, these lessons arouse in the young

mind a permanent desire for a better acquaintance with the delightful and profitable fields of knowledge to which such instruction should lead. Not the natural and physical sciences, but an introduction to them is the most that can be attempted in our Grammar Schools; and this, it is believed, is properly done in the prescribed oral lessons—not in zoology, botany, mineralogy and natural philosophy—but on “simple facts relating to animals, plants, minerals, the human body, air, light, heat, sound,” and so forth.

Commendable progress has been made during the past year in the character of the teaching in these subjects in the Primary and Grammar classes.

It seems proper to state that the lectures delivered by Professor Albert S. Bickmore, at the Museum of Natural History, have been productive of very good results in this department of study. These lectures introduced, about three years ago, as an experiment, have so grown in attractiveness and utility, that the class of thirty-five teachers has become one hundred and fifty (representing every Grammar Department in the system), and irregularity in attendance has almost disappeared. Thus the Museum of Natural History through the teachers reaches the pupils of our schools, and through the latter making itself felt in nearly every household of our great city, is demonstrating its usefulness to the community at large. To Morris K. Jessup, Esq., Chairman of the Committee in charge of the Museum, and to the other members of the Committee, great credit is due for the commendable public spirit which they have displayed in this matter from the very beginning; and to Professor Bickmore, who has so ably interpreted and carried out the Committee's views, the thanks of the teachers are due for the patience, ability and kindness he has shown.

As an illustration of what is being done, I submit a copy of the course of lectures delivered in the fall :

Oct. 14. Protozoans and Sponges.	Nov. 25. Insects, e. g., Bees, Beetles and Butterflies.
" 21. Corals and Jellyfishes.	Dec. 2. Fishes, e. g., Sharks and Sturgeons.
" 28. Mollusks—Bivalves.	" 9. Bony Fishes.
Nov. 4. Mollusks—Univalves.	" 16. Batrachians.
" 11. Crustacea, e. g., Crabs and Lobsters.	
" 18. Insects, e. g., Spiders and Grasshoppers.	

DRAWING.

By a provision of the law of the State of New York the subject of drawing is made a necessary part of the course of instruction in all the Common Schools. As taught in the public schools of this city, drawing can not be classed with the so-called ornamental studies. The design is to make this subject equally practical and utilitarian with that of penmanship. As a means for training the hand and eye to be skillful in the work of every-day life, and as a means of mental discipline, its value is at least equal to that of penmanship.

The boy or girl who learns to observe form, to measure size and length with the eye, and to draw and combine straight and curved lines, so as to represent with accuracy shapes of common objects, will receive thereby training that will give a dexterity in the performance of any labor, and that will materially enhance its value. It is because of the great importance of training the hand to do, as well as the mind to think, that all the pupils in our schools are instructed in drawing, in each grade, from the lowest class in the Primary School, to the highest in the Grammar School.

The progress made in this subject of instruction, during the past five years, has been very marked and gratifying. Even

those teachers who were not themselves taught drawing while pupils, have given an attention to the work which has led to an efficiency in their instruction which deserves commendation.

In most cases a reasonable amount of work was found to have been done, and well done, notwithstanding the fact that the ground assigned in the Course of Study was somewhat extensive.

The New Course about to go into effect more definitely assigns the work for the several grades, and lessens the amount. The class-teacher should find no difficulty in understanding and complying with its requirements, and excellent results should be obtained with less labor than formerly.

Of the 2,500 classes examined, 83 per cent. were *excellent*, 15 per cent. *good*, and 2 per cent. either *fair* or *indifferent*.

MUSIC.

The memorizing of exercises which have no real value is fast going into disuse, and the chief object of the lesson, the ability to read music at sight, has become a pleasant task for the pupils. The fact that proper attention to purity of tone, correctness of intervals and the observance of time, is the foundation of music, is now generally recognized by the teachers in our schools.

Sacred, patriotic or lyric music for use at the opening exercises might, and perhaps should, be memorized; but all that is learned by heart should be worth retaining. Nothing that has not a refining and elevating influence should be attempted under any circumstances.

The whole number of special teachers in this subject is 26—13 males and 13 females.

GERMAN AND FRENCH.

At the present time these languages are studied in 86 of the 103 Grammar Departments—German in 75 Departments—42 Male and 33 Female; and French in 11—3 Male and 8 Female. The total number of special teachers employed is 29, 24 to teach German and 5 to teach French.

Whenever the parents or guardians of at least thirty pupils attending a Grammar Department shall desire the introduction of French or German, the Trustees of the Ward shall introduce the study of such language in said Department, but no child shall be compelled to study German or French contrary to the wishes of its parents or guardians, expressed either personally or in writing; and whenever the average attendance of pupils engaged in the study of French or German, in any class, shall fall below fifteen for the period of three months, such study shall thereafter be discontinued in said class.

Whenever the study of French or German shall have been introduced as above, it shall be pursued according to the Course of Studies in French or German which has been or may hereafter be prescribed by the Board, and pupils pursuing the study of either of these languages shall be required to show proficiency in each grade before being promoted to a higher grade in the same language.

The number of recitations in each of the second, third and fourth grades pursuing the study of either of these languages is four, of twenty-five minutes each per week, and no pupil shall be permitted to pursue the study of more than one of these languages at the same time.

The teaching of these branches has during the past year shown gratifying results.

The necessity of supporting the special teacher is now more fully recognized by the Principal and assistants, as also is the fact that a wise management makes a lesson in French or German of the same importance and rank as a lesson in reading, spelling or any other of the English branches.

SANITARY CONDITION OF THE SCHOOLS.

The school buildings and premises were, with few exceptions, found to be in a neat and cleanly condition. The drainage, in most cases, is very good; and the sanitary condition of many of the out-buildings has been greatly improved.

Many of the class-rooms, in which the teachers or the pupils heretofore faced the light, have been rendered much more comfortable and less injurious to the eye-sight by a rearrangement of the furniture.

The careful attention given to sanitary matters favorably affects the general health of the pupils; and the precautionary measures taken by the Board to prevent the spread of contagious diseases have been effective.

The modes of egress, with the additions and improvements made by the Board during the past few years, are now, as a rule, ample. A few *wooden* stairways for pupils, however, still remain; but in place of these, stairways that are fire-proof should be substituted as soon as possible.

The means of ventilation are as good as those found in most public buildings. The windows, the doors and transoms, the registers and ventilating flues, furnish ready and available means of ventilation. These ordinary means, however, require the exercise of good judgment in their use. In cold weather, a *gradual* instead of a sudden change of air is desirable for

occupied class-rooms. Principals should see to it, therefore, that the class-teachers, even while earnestly and commendably intent upon instruction, do not overlook or neglect the matter of proper ventilation. During the *recesses*, the windows and doors, particularly of the class-rooms, might profitably be thrown open for a few minutes for a thorough change of air. The thermometer, found in the class-rooms, enables the teacher to give proper attention to the *temperature* of the room.

Some overcrowded class-rooms were found—principally in the Primary Departments—in consequence of the fact that the majority of new admissions were children pursuing the studies of the lower grades. Of course, all such instances unfavorably affect the sanitary condition of the schools. A disproportionate amount of space is assigned in some school buildings to the Grammar Departments, which fact also tends to the overcrowding of the Primary Departments.

To prevent all overcrowding, however, additional school-buildings are needed, and a re-arrangement, in some cases, of present accommodations. In the rapidly growing portions of the city the applicants for admission are steadily increasing in numbers, rendering the present school facilities in those sections insufficient.

The light and ventilation of several schools have been seriously and permanently impaired by the erection of lofty buildings adjacent to them. In consequence of this, some of the class-rooms have been rendered so dark that the use of gas must be resorted to in such schools during the entire school-day. Recent cases particularly emphasize the necessity of measures for the prevention, as far as possible, of further injury in this direction to our present school-premises, and for securing, as occasions arise, *ample* sites for all *new* schools.

NAUTICAL SCHOOL.

The Nautical School, established for the purpose of teaching practical seamanship to young men desirous of becoming sailors, is now in the ninth year of its existence. Its usefulness and success in this respect are shown by the excellent results obtained at the annual examinations, conducted by a Committee of experts under the supervision of the Chamber of Commerce, and by the demand for graduates from the school, which far exceeds the supply.

The students receive also instruction in reading, spelling, geography, penmanship, arithmetic and grammar. For the purpose of making inquiry into the efficiency of this instruction, the City Superintendent visited and examined the school in April last. The results were generally of a very satisfactory character, and gave evidence of care and earnestness on the part of the instructors, and efficient management on the part of Commander Erben.

CORPORATE SCHOOLS.

The Corporate Schools participating by law in the School Fund and under the general supervision of the Board of Education, are the following :

The New York Orphan Asylum, Protestant Half Orphan Asylum, Leake and Watts' Asylum, Colored Orphan Asylum, Hebrew Orphan Asylum, Ladies' Home Mission, Five Points House of Industry, New York Juvenile Asylum, Roman Catholic Orphan Asylums, New York Society for the Relief of the Ruptured and Crippled, Nursery and Child's Hospital, and its branch on Staten Island, the Association for Befriend-

ing Children and Young Girls, the House of Refuge, Children's Aid Society Schools, and the Female Guardian Society Schools.

The total enrollment in the schools connected with the institutions above named was 8,705, with an average daily attendance of 4,387, taught by a corps of 89 teachers. At the regular annual examination the character of instruction in 58 classes was reported *excellent*; in 24, *good*; and in 1, *fair*.

The number of pupils on register in the 12 schools of the American Female Guardian Society was 5,000, with a daily average attendance of 1,722 pupils, instructed by 46 teachers. The instruction in all the classes, except one, was either *excellent* or *good*.

The Children's Aid Society has 21 schools in operation, with a corps of 69 teachers. The number of pupils enrolled was 13,968, and the average attendance 3,581. In instruction all the classes were reported either *excellent* or *good*.

In management, 16 schools were found to be excellent and 4 good.

It is a source of pleasure to observe the character and extent of the benefit which these schools have conferred on a class of children who, for many reasons, are unable to attend the public schools. Some of these children can be present only a half day, and others only a part of a session, yet the time in school is well occupied and the character of the instruction is yearly improving. The classification is now made in accordance with our Course of Study, and the methods of teaching conform to the suggestions contained in the Teachers' Manual. Thousands of children, who would otherwise find it difficult to attend any school, are here taught the rudimentary branches, and in some degree prepared to discharge the duties of active life. The moral teachings which they, in common

with the pupils of all the schools receive, are well calculated to guard them against the temptations by which they are constantly surrounded, to instill into their minds lessons of honesty and truthfulness, and lead them to become industrious and virtuous members of the community.

The State law in relation to sectarian instruction and the use of sectarian text-books, appears to be carefully complied with.

EVENING SCHOOLS.

It is very gratifying to all interested in the success of this class of schools to perceive the improvement that has been made in the discipline and in the efficiency of the teaching within the past ten years. This progress has been gradual, though more rapid since the division into Senior and Junior Schools was made. The former have an optional course in reading (including spelling and definitions), arithmetic, penmanship, book-keeping and composition, and admit only pupils aged 16 years and over. The Junior Schools have a graded course in the elementary branches, and admit pupils between 13 and 18 years of age.

In both the Senior and Junior Schools classes were formed for foreigners learning English.

The average attendance for the term of 1881-'82, was 5,882, an increase of 670 over 1880-'81.

The inspection and examination by the Superintendent show continued excellence in discipline and instruction, and the results appear to justify fully the expenditure of the funds set apart for the support of these schools.

Of the 200 classes examined, 145 were reported *excellent* in instruction, 49 *good*, and 6 *fair*.

In discipline 185 were found to be *excellent*, 12 *good*, 2 *fair*, and 1 *indifferent*.

In the following table will be found interesting information in relation to the Evening Schools :

EVENING SCHOOL STATISTICS, 1881-1882.

	Male Senior.	Female Senior.	Male Junior.	Female Junior.	Mixed.	Colored.	Total.
Whole number of Pupils on Register	4,082	888	9,340	2,981	393	157	17,841
Number over 18 and under 16 .....	.....	.....	4,491	2,123	219	31	6,864
Number over 16 and under 18	1,522	420	1,464	668	86	18	4,178
Number over 18 and under 21	1,013	179	*856	*110	44	37	2,239
Number over 21	1,547	289	*2,529	*80	44	71	4,560
Largest number in attendance at any one time	2,114	574	4,264	1,742	187	115	8,896
Average attendance for the term	1,362	438	2,625	1,231	139	87	5,882
Number that attended less than one month	1,626	168	3,423	918	166	83	6,384
Number that attended the full term	1,089	432	1,793	1,275	121	56	4,766
Number who have received certificates this term	614	284	1,213	821	78	59	3,069
Number admitted that could not read	735	88	767	392	1	76	2,059
Number admitted that could not write	781	109	798	367	2	88	2,145
Number admitted that had previously attended Grammar Schools	1,943	376	3,524	1,771	194	12	7,820
Number admitted that had previously attended Primary Schools only	346	168	926	733	73	4	2,250
Number of pupils suspended or discharged for misconduct	3	.....	215	4	.....	1	223
Number of German pupils studying English	1,590	119	2,689	416	57	.....	4,871
Number of other foreign pupils studying English	16	100	1,471	24	.....	3	1,614
Number of pupils studying Reading	2,570	419	.....	.....	.....	.....	2,989
Number of pupils studying Arithmetic	1,546	246	.....	.....	.....	.....	1,792
Number of pupils studying Composition	167	204	.....	.....	.....	.....	371
Number of pupils studying Penmanship	2,209	556	.....	.....	.....	.....	2,765
Number of pupils studying Book-keeping	574	159	.....	.....	.....	.....	733
Average attendance of foreign pupils studying English	505	47	986	158	21	3	1,720

* Foreigners studying English.

In concluding my report of the school system, exclusive of the Truancy Department, I would respectfully recommend the following :

1.

A consolidation of small schools in the immediate neighborhood of each other.

2.

A consolidation, under one Principal, of small departments in the same building.

3.

The addition of Music and Drawing to the list of subjects required for a teacher's license.

4.

That vacancies in the position of Principal, when occurring in small schools, be filled by consolidation, and when occurring in large schools, be filled by transfer of Principals in charge of small schools, said small schools to be consolidated immediately upon such transfer of Principal.

COMPULSORY EDUCATION.

" An Act to secure to children the benefits of an Elementary Education" was passed by the State Legislature, May 11, 1874, and went into operation in this city in 1875. The act provides that " all parents and those who have the care of children shall instruct them, or cause them to be instructed, in spelling, reading, writing, English grammar, geography and arithmetic. And every parent, guardian, or other person hav-

ing control or charge of any child between the ages of eight and fourteen years, shall cause such child to attend some public or private day school at least fourteen weeks each year, eight weeks at least of which attendance shall be consecutive, or to be instructed regularly at home at least fourteen weeks each year, in spelling, reading, writing, English grammar, geography and arithmetic, unless the physical or mental condition of the child is such as to render such attendance or instruction inexpedient or impracticable."

The Board of Education has made the enforcement of this law one of the duties of the City Superintendent, who has at his disposal in carrying it out the services of twelve assistants, known as Agents of Truancy.

During the past year the work of the Department was very satisfactory both in character and amount. Non-attendance is, of course, the great evil which the framers of the law had in view when the act was passed. To the remedying of this evil the efforts of the Superintendent and his Agents are mainly directed.

That the efficiency of the Department grows with time and experience, is shown in the great success attending the work done in this direction during the year. The whole number of non-attendants placed in school was 882, an increase of 480 over the year 1881, and an increase of 558 over 1880.

It seems proper to state that 356 of the 882 were children of Italian birth or parentage, and that the attendance in five Primary Departments and Schools and six Corporate Schools increased 1,156 during the year—this increase consisting of the 356 above mentioned, and of nearly 800 other Italian children whose parents, aroused by the action of the Department, voluntarily complied with the law.

Those described as non-attendants are children of ages

varying from eight to fourteen years, who are found upon the streets, idle and mischievous, and who promise to become in time, through vagrancy, vice and crime, a burden to society.

The complete enforcement of the law is an impossibility in some Wards, inasmuch as school accommodation is not sufficient for the children who desire to attend. This is especially true in the Tenth, Twelfth, Seventeenth, Nineteenth and Twenty-second Wards.

Truancy is another evil which the efforts of the Agents abate. During the year, 2,495 cases of truancy called for and received attention at the hands of the officers of this Department. In the cases of 1,617 a reformation may be said to have been effected, as action by the Agents was found necessary only once. In the remaining 878, the truant disposition was too strong to be thus easily overcome, for 229 were reported twice, 77 three times, 22 four times, 13 five times, 1 six times, and 3 ten times, during the year. The number 345 that might be called more or less incorrigible is thus seen to be about eighteen per cent. of the total number—a large decrease, when compared with the returns of the previous year.

During the months of September and February, and at such other times as may be deemed necessary, an examination into the situation of the children employed in manufactories and other establishments in all the districts, is made for the purpose of enforcing compliance with the requirement, which makes it necessary for employers to hire only such children as are provided with a certificate countersigned by the City Superintendent, showing that said children have attended school for at least fourteen weeks in the year, eight weeks of which have been consecutive.

This duty was carefully performed, and it is gratifying to be able to state that employers cheerfully lent their assistance in

giving full effect to the law. In the course of the year 2,185 visits were made to stores and factories where it was known or supposed that children between the ages of eight and fourteen years were employed. The whole number of children in possession of the requisite certificate from the City Superintendent and found at work was 1,021—an increase of 527 over 1881, and an increase of 819 over the year 1880.

Attention is respectfully called to the following facts :

For the five years preceding the enactment of the Compulsory Education Act the total number of arrests and commitments of children between the ages of eight and fourteen years was 6,105 ; for the past five years, when said Act was in force, the total number of arrests and commitments of children between eight and fourteen years of age was 4,341—a decrease of 29 per cent., and this does not take into consideration the growth in the population of the city in the intervening time. In bringing about this great reduction of youthful vagrancy and crime, it will be admitted that the Truancy Department is, to say the least, an essential and important factor.

Among the recommendations that I make is one that a Reformatory School be established. This school seems to be an absolute necessity. Parents and employers are almost without exception in favor of the Compulsory Law, and do all in their power to make it a success ; but they object decidedly to the places at present provided for the confinement and instruction of the children whom the parents cannot control and whom the Department is obliged to commit. This objection is well founded. The children to whom the Compulsory Act applies are young and impressible. Their habits have not become irremediably bad. To place such children in the society of others who are confined for crime, and to require them to join these criminals in labor for the greater part of

the day, is not only unwise, but tends to defeat the object for which the law was enacted.

Appended will be found tables giving a detailed statement of the transactions of the Truancy Department for the year ending December 31st, 1882; the number of children between the ages of eight and fourteen years'arrested for the five years preceding the enactment of the law, and for the last five years, with the cause of arrest; also, for the year 1880, the number of children between five and twenty-one years, in the several Wards, as obtained from the Census Bureau at Washington.

For the better enforcement of the law I would recommend the following :

1.

That during the month of May of each year a census be made of all children between the ages of five and fourteen years.

2.

That three schools, to be known as No. —, No. —, and No. —, be established, to which the habitual truant or non-attendant shall be sent, and from which he shall be transferred to the public schools, upon proof of amendment, as shown by good conduct and regular attendance for three consecutive months, or from which he shall be transferred to the Reformatory School (below mentioned) upon proof that, owing to bad conduct for six months, he is incorrigible.

3.

That a Reformatory School be established for the discipline, instruction and confinement of habitual truants, and children between the ages of eight and fourteen years who may be

found wandering about the streets or public places of our city during school hours, having no lawful occupation or business, and growing up in ignorance, when said children show themselves to be amenable to no gentler discipline; and that such school shall be an Industrial School, teaching the children some business or trade, and shall be self-sustaining as far as possible under the circumstances.

Respectfully submitted,

JOHN JASPER,

City Superintendent.

SCHEDULE

Showing a summary of the work done by the Agents of Truancy during the year.

Total number of visits made.....	22,198
To homes.....	14,893
To schools.....	5,120
To stores, factories, etc.....	2,185
Total.....	22,198
Total number of cases investigated and closed,	11,376
Children kept at home by parents.....	3,082
“ “ “ “ sickness.....	1,990
“ “ “ “ poverty.....	287
“ taught at home.....	6
“ physically or mentally disqualified. .	16
“ transferred from one school to another,	430
“ under 8 and over 14 years of age.....	342

Children withdrawn from school	{ left the city.	134
	{ gone to work,	324
“ whose residences could not be found.		1,304
Truants returned to school.....		2,495
“ committed to Reformatory Institutions by parents through agents...		37
Non-attendants placed in school.....		882
“ committed to Reformatory Institutions by parents through agents.....		33
Committed to the N. Y. Catholic Protectory..		13
“ “ “ Juvenile Asylum.....		0
Brought before a Justice and discharged.....		1
Total.....		<hr/> 11,376 <hr/>

SCHEDULE SHOWING INDIVIDUAL WORK OF THE RESPECTIVE AGENTS DURING THE YEAR.

	J. Rogers.	P. H. Jones.	A. C. Martinez.	T. Reeves.	W. Fleming.	W. C. Bradley.	M. H. Philip.	W. M. Kitchell.	J. S. Ketcham.	J. H. Baker.	J. W. Curtin.	V. Cristall.	Total.
Total num-ber of visits made { To homes.....	1,076	885	991	740	1,980	1,981	1,210	1,126	1,243	617	671	1,523	14,893
" schools.....	320	323	359	681	776	695	290	471	527	113	211	554	6,120
" stores, factories, etc.	78	68	255	41	1,124	90	9	228	73	189	16	14	2,185
Total.....	1,474	1,276	1,605	2,362	3,830	2,666	1,509	1,825	1,843	919	898	2,091	22,198
Children kept at home by parents.....	116	211	214	368	537	529	130	156	194	128	137	362	3,062
" " sickness.....	70	59	197	299	271	274	164	232	111	132	68	113	1,990
" " poverty.....	7	.....	33	32	66	42	58	11	1	16	17	4	287
" taught at home.....	.....	.....	.....	.....	4	.....	.....	.....	1	.....	1	.....	6
" physically or mentally dis-qualified.....	4	1	.....	.....	4	.....	.....	2	2	.....	1	2	16
" transferred from one school to another.....	17	37	20	90	55	84	28	13	14	8	1	63	430
" under 8 and over 14 years of age.....	15	68	38	54	44	18	10	4	33	4	10	49	342
" withdrawn } left the city.	20	3	1	8	38	10	10	14	2	1	4	23	134
" from school } gone to work	12	5	6	76	65	53	28	61	.....	12	4	2	324

SCHEDULE SHOWING INDIVIDUAL WORK OF THE RESPECTIVE AGENTS DURING THE YEAR—(Continued).

	J. Rogers.	P. H. Jobes.	A. C. Martinez.	T. Reeves.	W. Fleming.	W. C. Bradley.	M. H. Philip.	W. M. Kitchell.	J. S. Ketcham.	J. H. Baker.	J. W. Curtin.	V. Cristalli.	Total.
Children whose residence could not be found.....	32	105	78	172	149	214	114	79	157	63	5	136	1,304
Truants returned to school.....	269	114	222	263	280	361	140	249	250	113	112	122	2,495
“ committed to Reformatory Institutions by parents through agents.....	.....	5	3	8	2	9	2	.....	5	.....	1	2	37
Non-attendants placed in school.....	34	31	43	75	52	57	76	65	97	4	42	306	882
“ committed to Reformatory Institutions by parents through agents.....	.....	2	.....	16	.....	5	2	1	4	.....	3	.....	83
Committed to the New York Catholic Protectors.....	1	.....	1	1	1	7	.....	1	.....	.....	1	.....	13
Committed to the New York Juvenile Asylum.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brought before a Justice and discharged.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	597	636	856	1,462	1,568	1,663	763	888	871	481	407	1,184	11,376

The following tables, obtained from the Records of the Police Department, show the number of children between eight and fourteen years of age arrested for the five years preceding the enactment of the law, and for the last five years, together with the cause of arrest.

CAUSE OF ARREST.	1870.	1871.	1872.	1873.	1874.	Total.
Truancy.....	103	71	99	139	81	493
Vagrancy.....	212	257	198	141	191	999
Disorderly Conduct.....	309	167	216	181	194	1,067
Violating City Ordinance.....	17	12	16	3	66	114
Assault and Battery.....	23	12	22	20	15	92
Malicious Mischief.....	11	4	10	2	13	40
Intoxication.....	32	21	15	24	11	103
Felonious Assault.....		1	6	3	4	14
Petty Larceny.....	216	226	283	252	218	1,195
Larceny from the Person.....	5	14	23	26	12	80
Grand Larceny.....	28	23	25	35	22	133
Burglary.....	17	12	26	33	19	107
Robbery.....	1	3	7	5	5	21
Suspicious Persons.....	28	14	17	21	29	109
Held for further examination.....	117	354	268	351	334	1,424
All other causes.....	25	8	22	33	31	114
Total.....	1,144	1,194	1,253	1,269	1,245	6,105

CAUSE OF ARREST.	1878.	1879.	1880.	1881.	1882.	Total.
Truancy.....	128	94	94	66	41	423
Vagrancy.....	124	165	52	81	80	502
Disorderly Conduct.....	128	166	192	111	143	740
Violating City Ordinance.....	71	40	92	52	100	355
Assault and Battery.....	29	21	24	14	8	96
Malicious Mischief.....	18	14	1	8	5	46
Intoxication.....	19	14	13	5	7	58
Felonious Assault.....	5	4	11	3	3	26
Petty Larceny.....	244	178	203	130	91	846
Larceny from the Person.....	39	9	26	14	14	102
Grand Larceny.....	14	6	18	9	5	52
Burglary.....	53	29	36	14	23	155
Robbery.....	15	6	28	9		58
Suspicious Persons.....	32	18	22	24	8	104
Held for further examination.....	63	175	162	143	163	706
All other causes.....		14	15	17	26	72
Total.....	982	953	989	700	717	4,341

School Population as shown by the United States Census of 1880; and School Attendance for 1882.

WARD.	POPULATION:—5 YRS.—13 YRS., INCLUSIVE.										Whole number of different pupils taught in the Grammar, Primary and Colored Schools.		Average Attendance of Pupils.
	NATIVE WHITE.		FOREIGN WHITE.		COLORED.		TOTAL.						
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Total.		
1st.....	1,270	1,293	139	154	9	13	2,878	3,815	5,629	883	623	1,476	880
2d.....	85	97	4	3	4	1	194	247	384	83	118	201	117
3d.....	388	192	17	11			609	767	1,073	241	76	317	87
4th.....	1,680	1,667	126	109			3,482	4,744	6,497	1,481	1,329	2,810	1,616
5th.....	1,209	1,359	76	48	4	22	2,718	3,510	4,712	1,356	1,341	2,697	1,695
6th.....	1,873	1,573	352	346	9	12	3,865	6,724	6,724	1,617	1,482	3,099	1,964
7th.....	4,436	4,416	262	279	2	1	9,396	12,481	16,384	3,900	3,200	7,190	4,016
8th.....	2,626	2,570	271	269	101	115	6,932	7,729	10,420	2,276	2,209	4,485	2,624
9th.....	4,098	4,209	166	172	58	82	8,785	11,586	16,027	4,371	5,044	9,415	5,931
10th.....	3,605	3,629	753	862	9	7	8,865	11,480	15,436	5,279	6,062	11,341	7,892
11th.....	6,693	6,596	619	658	2	3	14,561	18,944	24,916	5,663	5,475	11,138	7,729
12th.....	7,796	7,646	457	391	294	150	16,674	21,512	28,304	10,195	9,909	20,104	12,656
13th.....	3,383	3,365	377	424	16	17	7,682	10,058	13,259	4,469	4,280	8,749	5,463
14th.....	2,259	2,386	402	353	30	19	5,449	7,148	9,660	1,727	1,692	3,419	1,981
15th.....	1,585	1,431	256	211	141	168	3,792	4,987	7,466	2,859	2,493	5,352	3,416
16th.....	3,670	3,767	173	190	169	120	8,049	10,687	15,099	3,180	4,531	7,711	4,501
17th.....	8,740	8,766	681	716	8	14	18,925	25,046	33,837	7,094	6,486	13,580	8,775
18th.....	4,844	4,883	293	318	11	8	10,357	13,672	19,190	3,195	2,780	5,975	3,654
19th.....	13,594	13,746	761	851	22	20	28,994	37,107	50,260	10,492	11,906	22,498	14,941
20th.....	7,165	7,112	405	379	222	265	15,548	20,120	27,057	6,179	6,206	11,385	6,944
21st.....	4,845	4,896	231	268	20	27	10,287	13,612	19,160	5,045	4,849	9,894	5,669
22d.....	9,847	10,364	453	470	78	91	21,303	27,572	36,763	8,946	8,699	17,645	12,251
23d.....	2,778	2,810	108	104	43	41	5,884	7,520	9,635	2,946	2,861	5,807	3,521
24th.....	1,208	1,236	54	32	11	15	2,556	3,415	4,568	1,405	1,319	2,725	1,723
Colored.....									.....	275	324	599	501
	99,377	99,929	7,436	7,618	1,143	1,212	216,715	282,754	383,016	95,128	94,444	189,572	120,496



REPORT

OF THE

PRESIDENT OF THE NORMAL COLLEGE.

FACULTY AND INSTRUCTORS

OF THE

NORMAL COLLEGE

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Professor of German, 671 Lexington Avenue.

EDWARD H. DAY,

Professor of Natural Science, 145 East 127th Street.

EUGENE AUBERT, A.B.,

Professor of French, 142 West 47th Street.

GEORGE MANGOLD,

Professor of Music, 236 East 18th Street.

LYDIA F. WADLEIGH,
Superintendent, 361 Lexington Avenue.

SARAH E. H. HALL,
Secretary and Librarian, 177 East 70th Street.

ELIZA WOODS,
Tutor in Mathematics, 416 West 34th Street.

LAVINIA M. HOLMAN,
Tutor in Latin, 112 East 82d Street.

MARY A. MATHEWS,
Tutor in Mathematics, 34 West 32d Street.

HELEN G. MORGAN,
Tutor in Mathematics, 608 Pavonia Avenue, Jersey City Heights.

LAURA E. LEAL,
Tutor in Mathematics, 775 Lexington Avenue.

A. CAROLINE COVELL,
Tutor in Drawing, 23 East 24th Street.

MARY WILLARD,
Tutor in History, 106 West 49th Street.

ELIZA M. PHELPS,
Tutor in Mathematics, 80 Willoughby Street, Brooklyn.

JESSIE MCGREGOR,
Tutor in Physics, 363 West 15th Street.

SERENA A. GOODWIN,
Tutor in Natural Science, 168 East 71st Street.

MARY E. SMYLY,

Tutor in Latin, 54 East 81st Street.

ELFRIDA DE WAILLY,

Tutor in French, 405 East 118th Street.

MARY S. KENNEDY,

Tutor in Rhetoric, 114 East 127th Street.

JENNY B. MERRILL,

Tutor in Methods, 207 Tenth Avenue.

HONORA McDONOUGH,

Tutor in History, 304 East 79th Street.

LAURA FRIEND,

Tutor in History, 795 Lexington Avenue.

FREDERIO J. CONSTANTINI,

Tutor in German, 157 East 49th Street.

EMILY I. CONANT,

Tutor in Latin, 139 West 45th Street.

BETSEY B. DAVIS,

Tutor in Latin, 175 East 82d Street.

ACHSAH M. ELY,

Tutor in English, 67 West 38th Street.

PAULINE M. EBECKE,

Tutor in German, 161st Street, East of Third Avenue.

MARGUERITE MERINGTON,

Tutor in Latin, 449 East 114th Street.

ELIZABETH R. BECKWITH,
Tutor in Latin, 73 East 130th Street.

FELICIE DIAZ,
Tutor in French, 23 West 17th Street.

LILLIAN M. REYNOLDS,
Tutor in Drawing, 151 Lexington Avenue.

EMMA M. REQUA,
Tutor in Algebra and Calisthenics, 43 West 22d Street.

ELEANOR BOESÉ,
Tutor in Composition, 140 East 38th Street.

MARGUERITE LIEBRÈ,
Tutor in French, 209 East 87th Street.

CAROLINE G. ROBERTS,
Tutor in Latin, 222 East 123d Street.

TRAINING DEPARTMENT

OF THE

NORMAL COLLEGE

Miss ISABELLE PARSELS, Superintendent.....	438 Madison Avenue.
" JANE W. McELHINNEY.....	54 East 128th Street.
Mrs. CATHARINE E. COLEMAN.....	320 East 79th Street.
Miss EUGENIA J. BOWNE.....	406 East 85th Street.
" CHRISTIANA METZGAR.....	123 East 61st Street.
" ELLA CALKINS.....	124 East 80th Street.
" FRANCES E. RUTTER.....	152 West 13th Street.
" ELIZABETH G. KNIGHT.....	125 East 54th Street.
" SARAH I. AOKER.....	247 West 4th Street.
" MARTHA S. THOMPSON.....	75 East 112th Street.
" HELENA L. DAVIS.....	181 Lexington Avenue.
" MARGARET L. ROLLO.....	103 East 16th Street.
" JANE V. CROOK.....	Mount Vernon, N. Y.
" LOUISE WILSON.....	244 West 56th Street.
" AMELIA M. MEEK.....	9 West 22d Street.
" CLARA W. MINER.....	18 West 129th Street.
" FANNIE SANFORD.....	27 West 35th Street.
" MARY C. FOSTER.....	888 Ninth Avenue.
" CARRIE L. SMITH.....	329 West 19th Street.
" RACHEL P. HAYS.....	224 East 33d Street.
" ALICE N. GOOLD.....	58 East 133d Street.
" JENNIE V. KIRBY.....	324 West 48th Street.
" ADELINE M. SACKETT.....	55 East 125th Street.
" MARGARET F. BRANGAN.....	143d St., E. of Boul'd.
" ELIZABETH E. FEGAN.....	171 East 91st Street.
" ANNIE G. PECK.....	Orange, N. J.
" REBECCA R. ELLIOTT.....	32 Laight Street.



R E P O R T.

The Honorable the Board of Education :

GENTLEMEN :—In compliance with the By-Laws of the Board, I respectfully submit my report of the Normal College for the year ending Dec. 31st, 1882.

THE FOUR YEARS' COURSE OF STUDY.

The College is now safely over the dangerous transition from a three to a four years' course of study. Although the number of post-graduates of '82 was double that of '81, it is pleasant to feel that the optional course of study is ended. Not a few of the friends of normal education were afraid that the change might be injurious to the institution. Resting, as the College does, on a popular basis, it was apprehended that an extended course would press heavily against the poor ; and I confess that, though I urged the change for the more thorough education of the teachers in the interest of the Primary Schools, I had grave doubts as to the result. But happily the change of front was made successfully in the presence of a watchful enemy, the "conservative" advocates of the old system of teaching. The College suffered neither loss nor injury. On the contrary,

the registered number of students has increased from 1,214 in '81, to 1,435 in '82; the average attendance from 1,127 to 1,190; and the number of admissions from the public schools from 702 to 710. Such was the rush for admission to the Training Department last September and October, that the Committee was compelled to adopt measures to prevent overcrowding; and such was the overcrowded condition of the College that, for the first time since its establishment, it became necessary to use the drawing-room as a recitation room. Perhaps the best evidence that the College is doing good work is the fact that five thousand intelligent parents are anxious to have their children receive its advantages.

The change from a three to a four years' course will effect the following beneficial results: it will reduce the number of graduates until the supply will only be sufficient to meet the demand of the public schools; it will give the apprentice-teachers an additional year in which to grow stronger in body and mind; and it will permit more time and attention to be given to the art and science of teaching.

SUBSTITUTE TEACHERS.

I would respectfully call the attention of your Board to the evils of the present system of employing substitute teachers in the public schools. Under this system great injustice is done to the College and to many of its graduates. During the absence of a teacher, for one, two, or three days, as the case may be, a substitute is often placed in charge of a class of boys. This substitute may be a perfect stranger to the school, the teachers and the principal. She does not know even the names of the children. The boys are aware that she is not a regular teacher, and that she is not clothed with proper authority. As a rule,

they make up their minds to give her all the trouble they possibly can. The substitute teacher in this extremely trying position is compelled to devote all her time to the preservation of order. Hence the class receives little or no instruction; the principal is disgusted; and sometimes, he or she, if one of the "conservative" teachers, duly informs the Trustees of the Ward that the Normal College graduates are anything but good disciplinarians. Any estimate of the teacher's ability based on such a trial, is not only utterly unjust, but extremely cruel. Let any experienced teacher enter a strange school, in a strange place, under a strange principal, and take charge of a class of boys whose very names he has not yet learned, and I am very much mistaken if he does not encounter many difficulties during the first few days. Suppose that the boys should discover that this experienced teacher is not their permanent teacher, that he is only on trial, the difficulties and annoyances of the situation would be increased twofold. The best disciplinarian in the public schools, under these circumstances, would sleep on no bed of roses. How much worse, then, for the young and comparatively inexperienced graduate! It is my opinion that substitution, for a day or two, is, in most cases, worthless, and if the class be a boys' class, absolutely injurious. I say in most cases, because there are schools under such excellent management that obedience has grown into a habit, and the children have become self-governing. If the first substitute failed to maintain order, she is sent away, and a second put on trial; but this second substitute has to contend not only with the ordinary difficulties of the position, but with the demoralization consequent upon the failure of the first substitute. Then there may be a succession of substitutes until finally one is found with force of will and strength of lung sufficient to suppress every symptom of disorder. It may often happen that the first substitute pos-

sesses the brighter intellect and the superior aptitude for teaching; and that the so-called successful substitute is deficient in every necessary qualification except that of preserving order.

THE QUALIFICATIONS OF THE GRADUATES.

As far as I have heard, the City Superintendent and his Assistants, generally, bear testimony to the excellent work done by the graduates in the public schools. Even the "conservative" school of teachers, who live in mortal terror of progress, admit that the graduates are good scholars. Of course, I do not claim, for the claim would be preposterous, that the College graduates are excellent teachers from the day they commence their duties. No man ever is, or can be, excellent in his profession when he begins the practice of it. He may bring to bear upon his professional studies faculties trained in the ordinary College; but even then he must practise for years before success is possible. Why then should the teacher whose profession is the most difficult of all be expected to be an excellent teacher from the very beginning? It would be a very bad thing for the principals of the schools if the graduates were perfect when commencing their work. Othello's occupation would be gone. Any person could then fill the office of principal—any person with a quasi-military force of character to run the "machine." But because the graduates are not perfect teachers, because they need the intelligent counsel and advice, and the sympathetic support and assistance of learned and experienced head-teachers, the office of principal is necessary and important. I am happy to say that many of the most able and successful principals in the city pursue precisely this course; they counsel and advise, support and as-

sist their young and inexperienced teachers until they are able to stand alone.

PUBLICATION OF MARKS.

It is very gratifying to learn that your Board has prohibited the publication hereafter of the marks received by the candidates at the June examination for admission to the College. I have always felt that without explanation such publication is unjust toward schools situated in poor neighborhoods. A principal who has prepared a few candidates for admission may have achieved, under great difficulties, a success which entitles her to the highest commendation—a success relatively equal to that of the principal who has prepared many candidates. Yet the publication of the numbers admitted from the several schools, without note or comment, will certainly place the former principal in a bad light before the public. It would require half a column of a newspaper to make the proper explanations; and even then it is doubtful if such explanations could be comprehended by any person except a teacher.

ADMISSIONS FROM THE PUBLIC SCHOOLS.

The character of the instruction in the Female Grammar Schools, as indicated by the work of the candidates, is worthy of the highest praise. As a rule, the condition of the first class is an index of the condition of all the classes; for were one or two of the lower classes badly taught, the bad teaching would be manifested in the work of the highest class. If any one doubt the quantity and quality of the work done in the Female Grammar Schools, I would refer him to the printed questions, published in this report, and to the time allotted for answering them. At the June examination six hundred and

sixty (660) out of a total of nine hundred and twenty-four (924) candidates received an average of seventy-five (75) per centum or more; that is, seventy-one (71) per centum of all the candidates were successful. By allowing the candidates the benefit of the fractions between seventy-four (74) and seventy-five (75), by the correction of slight and inevitable mistakes, and by a second examination in September, the number admitted was increased to seven hundred and fourteen (714). Of this number but four (4) were admitted from private schools. The second examination revealed the fact that the private school candidates were poorly prepared.

A COMPARISON OF THE RESULTS IN '81 AND '82.

	1881.	1882.
Algebra.....	74	67
Arithmetic	85	84
Geography	84	87
History.....	83	81
Spelling.....	92	93
Drawing	71	83
Average.....	81 $\frac{1}{2}$	83

These are the averages of the successful candidates in the different branches of study required under the by-laws of the Board. The examination papers of '82 were slightly more difficult than those of '81, and yet the general average for '82 was one and two-sevenths ($1\frac{2}{7}$) higher than that of '81. It is worthy of note that the spelling of both years was very high, and that the drawing and algebra of '81, and the algebra alone of '82, were the subjects in which the greatest deficiency was found. But it ought to be stated in justice to the teachers that the algebra paper was unnecessarily difficult.

COMPETITION BETWEEN THE TWO COLLEGES.

I would recommend that all competition between the Normal College and the College of the City of New York should cease, and that each institution be permitted to pursue its own course by means of its own methods. Rivalry is apt to degenerate into jealousy and bickering as to the relative standing of the Male and the Female Grammar Schools, and lead to excessive study at home and to that excessive teaching in school which usually goes by the name of "cramming." The students whom we need in the Normal College are the students who have been trained to think by means of correct study and intelligent instruction—students whose minds have expanded in the natural way and not by means of hot-house appliances—students so educated that the growth of their bodies has kept pace with the growth of their minds. Students with healthy minds in healthy bodies can be readily trained into healthy teachers. Unwholesome competition for high marks is an evil that ought to be crushed out of existence, for it is at war with true intellectual progress and often excites the worst passions of human nature. And yet we ought to guard against the other extreme—stagnation, which means death. Surely between these two evils teachers should be able to find a happy middle course.

THE INFLUENCE OF THE NORMAL COLLEGE AND THE COLLEGE OF THE CITY OF NEW YORK ON THE PUBLIC SCHOOLS.

It is a great mistake to measure the influence of the Colleges by the number of their graduates. Their indirect effect on the public schools is very great and beneficial. As a principal, for twelve years, of the largest Male Grammar School in the city, I can make this statement from actual experience. Whatever

success was achieved by Grammar School No. 35 in those years was mainly due to the careful preparation of boys for admission to the College of the City of New York. It is safe to say that one-fourth of all the children in the public schools have been placed there by their parents in the hope of ultimately reaching the Colleges. But many, owing to ill health, removal from the city, failure in business, and other causes, leave school in the lower grades ; so that perhaps not more than a tenth of the whole number ever succeed in reaching the higher institutions. The Colleges act as a direct and powerful stimulus on the schools. Were the Colleges not in existence, tens of thousands of children belonging to the great middle class, which is the backbone of every community, would never enter the common school at all. They would be educated in private schools. And what would be the result ? In all the great cities of the United States (supposing that the other cities imitated [the metropolis] a vast population would grow up, completely separated from their fellow-citizens, having different aims and interests, and with the stigma of the charity schools, in the form of the three R's, branded on their brows. Any course of action which would drive the representatives of the middle class out of the common schools would inevitably reduce these schools to the condition of the charity schools. A knowledge of the three R's alone is not an education ; it furnishes simply the working tools by which an education may be subsequently obtained ; but if the children go no farther, these tools may become edged tools to work mischief to society. The communistic and socialistic leaders are usually men familiar with the three R's and nothing more. Let the great common school system be reduced to the three R's—to a charity system—and the next generation would discover, to their cost, that there could be no security for property and life in the great cities. The common school system in

its integrity is the great democratic leveler ; but it always levels upward to a higher plane. The common school receives the different nationalities, the rich, the poor, the high, the low, as into a great mill, and grinds them all out good American citizens. This mingling of the different classes has an admirable influence on all ; the rough are refined, the delicate are made robust ; and the influence of the school reaches the home circle and strengthens and refines it. It often happens that a boy or a girl belonging to the poorest class, who has fought his or her way through College, in spite of many obstacles, will elevate the whole family and be a blessing to the community. As long as the Colleges exist the common school system can never be reduced to a charity system ; abolish them and charity schools will be the inevitable result.

THE TRAINING DEPARTMENT.

A normal institution without a training department is like a medical college without a dissecting room. In fact, without a training school the institution ceases to be normal and becomes academic. The Training Department of the Normal College is not only a useful but an indispensable department. During the past year this department has been very successful in its twofold work—that of training the pupil teachers and of educating the children committed to its care. Five hundred and eighty-eight (588) pupil teachers practiced the art of teaching in this department under the careful supervision of a superintendent, a teacher of methods and twenty-five (25) critic teachers. At the same time sixteen hundred and ninety-two (1692) children, mainly residents of the immediate neighborhood, were so well and so thoroughly instructed in the

fourteen (14) grades of the Grammar and Primary Schools that parents clamored for the admission of their children to such an extent that (as before stated) the Committee on the Normal College was compelled to adopt measures to prevent overcrowding. The average registered number for the year was eleven hundred and forty-nine (1149), four hundred and eighty-three (483) being of the grammar and six hundred and sixty-one (661) of the primary grade. The average attendance was nine hundred and sixty-nine (969). The entire cost for instruction and supervision was, in round numbers, eighteen thousand dollars (\$18,000). The cost per capita was about eighteen and a half dollars (\$18 $\frac{1}{2}$). No such education could be obtained in a private school for three times this amount of money. Taking into account the twofold work performed by the Training Department, this is carrying economy to its utmost limit. The superintendent and the critic teachers deserve high commendation for the efficient management and thorough instruction of the children and the pupil teachers.

NECESSARY AND ORNAMENTAL STUDIES.

If the advocates of the reduction of the common school system to the teaching of the so-called "necessary" studies should succeed in carrying out their purposes, not only would the Colleges, but the higher grades of the Grammar Schools, be abolished; and if the reformers could eliminate the "ornamental" branches, they could as easily eliminate all the grammar grades, and reduce the amount of instruction to the three R's. In other words, they could dispense with the services of all male teachers and of all the higher female teachers, and establish a cheap charity system, managed by women at low salaries. For who is going to define what

branches are "ornamental" and what "necessary?" Drawing, for example, is highly "ornamental;" and yet the State has pronounced it so highly "necessary" that a law has been passed making instruction in it compulsory. Some declare the study of English grammar not only "ornamental" but useless; while others insist that it is the most "necessary" study of all. There will be the same differences of opinion in regard to geography, history, higher arithmetic, algebra and whatever else may be taught in the grammar schools. Even the reformers themselves could never agree upon the branches of study that are "necessary," nor upon the extent to which they should be carried. They could find but one logical resting place in the course of study, to wit: instruction in reading, writing and the elementary rules of arithmetic. The higher education can be defended; instruction in the three R's might be supported by plausible arguments; but between these two there is no middle ground on which reasonable men can agree to stand and say, "Thus far and no farther shall the children be instructed." The friends of popular education should remember that those who are striking at the head mean to injure the body and the limbs of the common school system.

CONCLUSION.

The professors and tutors have generally performed their duties to my entire satisfaction. For their devotion to the College and to the system of public education, I feel very grateful. They have cheerfully supported me in all my efforts to improve the institution and to extend its usefulness. Most satisfactory progress has been made in every department of study; and at the same time, the health of the students has received special care and attention.

Permit me, in closing, to thank your Board, and the Hon. Stephen A. Walker, its President, the Committee on the Normal College and the Hon. William Wood, its Chairman, for the cordial support I have received in the performance of duties always arduous and sometimes trying.

I have the honor to be, with great respect,

Your obedient servant,

THOS. HUNTER, *Ph.D.*,

President Normal College.

CLASS HONORS.

OTTENDORFER GOLD MEDAL.

For Proficiency in German.

LILLIAN M. CHAMBERS.

OTTENDORFER SILVER MEDAL.

Same.

HARRIET NUTTY.

KELLY SILVER MEDAL.

For Proficiency in Methods of Teaching.

EVA B. HICKINBOTTOM.

KELLY BRONZE MEDAL.

Same.

MARIE BELLE COLES.

ALUMNÆ PRIZE FOR PHYSICS.

ANNA L. ISHAM.

KANE GOLD MEDAL.

For Physiology.

CHARLOTTE F. BLUMENTHAL.

HUNT GOLD MEDAL.

For Latin.

EVA JANE SAULT.

FIRST PRIZE FOR FRENCH.

FRANCES L. LYONS.

SECOND PRIZE FOR FRENCH.

\$40 in Gold, given by the Hon. William Wood.

LOUISE D. AMERMAN.

STATISTICS.

NORMAL COLLEGE.

Number of Students on Register, Dec. 31, 1881.....	1,214
“ “ “ “ “ “ “ 1882.....	1,435
Increase of number on Register.....	221
Average attendance for 1881.	1,127
“ “ “ 1882.....	1,190
Increase in average attendance.....	63
Number of Students admitted during 1882.....	747
Number of Students admitted from Public Schools. ...	710
“ “ “ “ “ Private Schools ...	4
Number admitted by special examination, 1882.....	33
Number who graduated from fourth year's course.....	49
Number of Students discharged during 1882.....	477
Number now in fourth year's course	247
“ “ “ third “ “	288
“ “ “ second “ “	375
“ “ “ first “ “	525

TRAINING DEPARTMENT.

Whole number of pupil-teachers in attendance during year.....	588
Average number of pupil-teachers in attendance during year.....	84
Whole number of children taught during year.....	1,692
Largest “ “ “ on Register “ “	1,184
Average “ “ “ “ “ “ “	1,149

Number of children on Register, Dec. 31, 1881.....	1,151
“ “ “ “ “ “ “ “ 1882.....	1,178
“ “ Classes of Grammar Gr. in Dep't, Dec., 1882	10
“ “ “ “ Primary “ “ “ Dec., 1882	12
“ “ Kindergarten.....	1
“ “ pupils of Grammar Grades, Dec. 31, 1882...	483
“ “ “ “ Primary Grades, “ “ “ ...	661
“ “ “ in Kindergarten.....	34
“ “ girls promoted to College during 1882.....	34
“ “ boys “ “ Grammar Schools during '82°	66
“ “ children admitted during 1882.....	541
“ “ “ discharged “ “	514
Average attendance of pupils for 1882.....	969
Whole number of assistant teachers in Department...	26
“ “ “ junior “ “ “	1
Number of teachers appointed during year.....	2
“ “ “ resigned “ “	1
“ “ “ transferred to College.....	1

SHOWING THE NUMBER PROMOTED IN EACH GRADE AND CLASS,
JUNE, 1882.

CLASS.	Register.	Number Promoted.	Number not Promoted.	CLASS.	Register.	Number Promoted.	Number not Promoted.
A4, B4,	30 19	30 19	0 0	AF, BF, CF, DF, EF, FF, GF, HF,	33 32 36 34 32 32 36 35	29 31 32 32 27 25 27 32	4 1 4 2 5 7 9 3
	49	49	0		270	235	35
A3, B3, C3, D3, E3, F3,	39 38 34 53 54 56	36 33 54 51 53 44	3 5 0 2 1 12	AG, BG, CG, DG, EG,	40 36 26 32 25	33 34 25 22 21	7 2 1 10 4
	274	251	23		159	135	24
A2, B2, C2, D2, E2, F2, G2, H2, I2,	37 37 44 43 37 37 41 40 43	31 25 32 36 35 27 37 26 37	6 12 12 7 2 10 4 14 6	Total	1,111	956	155
	359	286	73				

**NUMBER OF ADMISSIONS FROM EACH OF THE GRAMMAR SCHOOLS,
JUNE, 1882.**

Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Number of School.	Number Admitted.	Total Number Admitted.
1	9	24	1	46	7	64	6	
3	16	25	15	47	81	65	1	
4	7	28	6	48	22	66	1	
10	5	30	2	49	16	68	43	
12	5	33	9	50	21	69	46	
13	4	34	7	51	5	71	10	
14	9	36	9	53	33	T. D.	33	
17	5	37	15	54	3	Pr. Schs.	4	
18	28	38	4	56	13			
19	6	39	34	59	44			
20	9	41	29	60	10			
21	3	42	4	61	7			
22	10	44	12	62	1			
23	1	45	36	63	7			
								714

SHOWING THE NUMBER OF ADMISSIONS FROM EACH WARD,
JUNE, 1882.

WARD.	Number Admitted.	WARD.	Number Admitted.
First.....	0	Fourteenth.....	5
Second.....	0	Fifteenth.....	86
Third.....	0	Sixteenth.....	49
Fourth.....	9	Seventeenth.....	25
Fifth.....	12	Eighteenth.....	21
Sixth.....	2	Nineteenth.....	105
Seventh.....	5	Twentieth.....	31
Eighth.....	4	Twenty-first.....	25
Ninth.....	45	Twenty-second.....	62
Tenth.....	13	Twenty third.....	18
Eleventh.....	29	Twenty-fourth.....	15
Twelfth.....	102	Train'g Dept. of Nor. Col.	33
Thirteenth.....	14	Private Schools.....	4
		Total.....	714

SHOWING THE AVERAGE PER CENT. IN EACH STUDY.
ADMISSIONS.—JUNE, 1882.

Algebra.....	67 per cent.
Arithmetic.....	84 "
Geography.....	81 "
Grammar.....	87 "
History.....	81 "
Spelling.....	93 "
Drawing.....	88 "
Average.....	83 per cent.

**SHOWING THE NUMBER OF STUDENTS AT PRESENT STUDYING
THE FRENCH AND GERMAN LANGUAGES.**

	Register.	French.	German.
Senior Class.....	247	146	101
Junior Class.....	288	188	100
Sophomore Class.....	375	239	136
Introductory Class.....	525	361	164
Total.....	1,435	934	501

**SHOWING THE NUMBER OF GRADUATES EACH YEAR SINCE THE
ESTABLISHMENT OF THE NORMAL COLLEGE.**

In 1870 there were Graduated.....	96
" 1871 " "	151
" 1872 " "	128
" 1873 " "	82
" 1874 " "	187
" 1875 " "	135
" 1876 " "	231
" 1877 " "	222
" 1878 " "	257
" 1879 " "	313
" 1880 " "	361
" 1881 " "	309
" 1882 " "	0
" " Graduated from a fourth year's course, after having graduated in 1881.....	49

EXAMINATION OF CANDIDATES,

JUNE, 1882.

ALGEBRA: (Time $1\frac{1}{2}$ hours.)

- 1.—Define an Equation. What is meant by Elimination?
What are the three principal methods of elimination?
Give the rule for elimination by comparison, and illustrate by an example.
- 2.—Find the numerical value of the following polynomial when $a=2$, $b=-3$, and $c=4$.

$$3a + b - c[a^2 + b^2(c - a + b) - b^3]$$

- 3.—Subtract $a-b$ from $c-d$, and explain the reason of the rule in regard to the signs of the terms in the remainder.

4.—Divide $\frac{a}{a+b} + \frac{b}{a-b}$ by $\frac{a}{a-b} - \frac{b}{a+b}$

5.—Given $3x - \frac{x-4}{4} - 4 = \frac{5x+14}{3} - \frac{1}{12}$

Find the value of x and verify the result.

6.—Find the values of x and y in the equations $\begin{cases} ax + 4by = c \\ 3bx + 2y = d \end{cases}$

7.—Given, $\frac{x+2}{3} + 8y = 31$
 $\frac{y+5}{4} + 10x = 192$

Find the values of $x+y$ using the method of elimination by substitution.

8.—Find x , y and z in the equations $\begin{cases} x + y + z = 29 \\ x + 2y + 3z = 62 \\ \frac{1}{2}x + \frac{1}{3}y + \frac{1}{4}z = 10 \end{cases}$

- 9.—What fraction is that to the numerator of which if 4 be added the value is one-half; but if 7 be added to the denominator its value is one-fifth?
- 10.—It is required to divide the number 96 into three parts such that if we divide the first by the second the quotient will be 2 with 3 for a remainder; but if we divide the second by the third the quotient will be 4 with 5 for a remainder. What are the three parts?

ARITHMETIC: (Time $1\frac{1}{2}$ hours.)

-
- 1.—Define *fraction*; *per cent.*; *ratio*; *interest*. Divide $\frac{3}{4}$ by $\frac{2}{3}$ and explain the reason.
 - 2.—Explain the rule for pointing off decimal places in the quotient after dividing one decimal fraction by another; and divide .00001 by 10000.
 - 3.—A man's income is £315 sterling a year; how much is that each day? (Answer in shillings and pence.)
 - 4.—Thirty men, working ten hours a day, can do a piece of work in a certain time. How many men working nine hours a day will be needed to do it in one-third the time?
 - 5.—The interest on \$15,000 at seven per cent. per annum is \$700. What is the time?
 - 6.—What is the present value of a note for \$1,828.75 due in one year, without grace, and bearing an interest of $4\frac{1}{2}$ per cent. per annum.
 - 7.—What amount must be invested in U. S. $4\frac{1}{2}$ per cents. at 116 to yield an income of \$25,000?
 - 8.—A man spends 20 per cent. of his capital for a horse, puts 40 per cent. of the remainder into his business, and invests the rest in 6 per cent. bonds at par which yield him an income of \$2,160 a year. What is his capital?
 - 9.—Extract the square root of $\frac{1}{2}$ to three places of decimals.
 - 10.—Extract the cube root of 75.1089429.

DRAWING : (Time $1\frac{1}{2}$ hours.)

- 1.—A *spiral*—Three convolutions.
- 2.—An *equilateral triangle*, every side an oblique line of four inches.
- 3.—A hexagon inscribed in an equilateral triangle.
[Half an hour will be given for drawing the above mentioned figures.]
- 4.—A vase in simple outline six inches in height.

DRAWING FROM THE SOLID.

Each candidate will be required to draw from some of the following solids in position, as seen from his or her seat.

- 1.—A *right pyramid* on a book.
- 2.—A *pyramid* and *cylinder*.
- 3.—An *hexagonal prism*,—standing on its base.
- 4.—An *octagonal prism*,—standing on its base.

[One hour will be given for the drawing of the vase and the solid figure or figures.]

ENGLISH GRAMMAR : (Time $1\frac{1}{2}$ hours.)

- 1.—In how many ways may “*that*” be used as a part of speech? Form separate sentences illustrating the different uses of “*that*.”
- 2.—(a.) Reconstruct and correct the following :

maximim for that was his Name though born on the Territories of the Empire descended from a Mixed Race of Barbarians his father was a goth and his Mother of the nation of the alani :—

 - (b.) When corrected and reconstructed, analyze your work to prove its correctness, giving only the subjects, predicates and modifiers in the simplest manner, and stating the kind of sentences you have constructed :—
 - (c.) Parse the subjects and predicates for the purpose of ascertaining their agreement.
- 3.—(1.) Change the 3d pers. sing. present indicative active of the verb “*bring*” to the passive form.
 - (2.) Give the perfect infinitive of the verb “*come*.”
 - (3.) Give the 3d pers. pluperfect indic. active of the verb “*go*.”
 - (4.) Give the 2d pers. plur. of pluperfect indic. passive of the verb “*raise*.”
- 4.—“*Have I no friend? quoth he.*” Parse the italicised words.

GEOGRAPHY : (Time $1\frac{1}{2}$ hours.)

-
- 1.—Prove in three ways that the earth is a sphere. Which is the longer, the polar or the equatorial diameter of the earth? What is the difference?
 - 2.—What is the inclination of the earth's axis? The width of the Frigid Zone?—of the North Temperate Zone?
 - 3.—From what circle is longitude reckoned? From what latitude? What do latitude and longitude determine?
 - 4.—Bound Nevada, Tennessee and New Hampshire, and state the capital of each. Name the three territories that surround the Yellow Stone Park.
 - 5.—Name the kingdoms, empires and republics of Europe, and the capital of each. Bound Spain, and name four of its largest cities and four of its longest rivers. Name the mountain chains of Europe.
 - 6.—Name six of the principal rivers of Asia. Name the great bodies of water that border the Asiatic coast.
 - 7.—Through what bodies of water would a ship sail in going from Bombay to Constantinople?
 - 8.—From what country do the Andes separate the Argentine Republic? In what country does the Parana rise? What countries does it in part separate? Through what country does it then flow? What river unites with it near its mouth? What is the river formed by the two called?
 - 9.—Where is Cape Trafalgar? Finisterre? Land's End? Race? Fear?
 - 10.—Tell accurately the position of the following cities: San Francisco, Milwaukee, Colombia, Pittsburg, Mobile.

HISTORY : (Time 1½ hours.)

- 1.—Describe briefly the voyages of the Cabots ; of Ponce de Leon ; of de Balboa ; of Verazzani.
- 2.—Give the dates and short accounts of the settlements of Rhode Island and Maryland.
- 3.—What great defeats were suffered, and what great successes achieved by the British in the French and Indian War?
- 4.—Name the principal events from 1765 to 1775. When and where did the second Colonial Congress meet?
- 5.—State the object of Burgoyne's Campaign, and its result. Who succeeded Gen. Lincoln in the South? Give a brief account of the first battle of Camden.
- 6.—What celebrated grant of territory was made to the United States in 1787? What great territory was purchased in 1802? What were the boundaries of the latter territory? What territory was acquired at the close of the Mexican War?
- 7.—What political difficulties arose in consequence of the admission of Missouri into the Union? How were they settled?
- 8.—Name the presidential candidates of 1860. Which was successful? What was the effect of his election upon the people of the South? Name the principal military events of 1861.
- 9.—What advantage did Lee take of the raising of the siege of Richmond in 1862? What battle occurred near Washington soon after and with what result?
- 10.—Describe Lee's second Northern invasion? What great battle checked it?

SPELLING : (Time $1\frac{1}{2}$ hours.)

The conditions of the peace dictated by Scipio to the Carthaginians were: that the Carthaginians should continue free, and preserve their laws, their territories and the cities they possessed in Africa before the war; that they should deliver up to the Romans all deserters, slaves and prisoners belonging to them; all their ships except ten galleys; all the elephants which they had, and that they should not train up any more for war; that they should not make war out of Africa, nor even in that country without first obtaining leave for that purpose from the Roman people; should restore to the King of Numidia everything of which they had dispossessed either him or his ancestors; should furnish money and corn to the Roman auxiliaries till their ambassadors should be returned from Rome; should pay to the Romans ten thousand talents of silver in fifty annual payments; and give a hundred hostages who should be nominated by Scipio.

Maine,	Bordeaux,	Mocha,
Massachusetts,	Venice,	Mecca,
Connecticut,	Genoa,	Cairo,
Alabama,	Vienna,	Calcutta,
Pennsylvania,	Brussels,	Melbourne,
California,	Hague,	Madras.
Illinois,	Geneva,	

EXAMINATION OF SENIORS.

JUNE, 1832.

ENGLISH LITERATURE: (Time $1\frac{1}{2}$ hours.)

- 1.—Give a brief sketch of Gibbon's life (not more than 20 lines). Tell the personal qualities which enabled him to prosecute his labors, and mention one peculiarity flattering to the reader. In point of brain power, how does he compare with Hume?
- 2.—Give a list of Cowper's works. State the effect produced by his first poems. Mention some of the scenes described in the Task, and explain the causes of this poet's popularity.
- 3.—Give two quotations from each of the following, viz.: Cowper, Byron, Shelley, and Wordsworth.
- 4.—What can you say of the hereditary violence of Byron's temper? Explain the effect of home training upon his character. Mention one authenticated instance of his stoicism. Name his first published work. State the object of English Bards and Scotch Reviewers, and give two reasons for his literary influence.
- 5.—Name six leading American authors—mention the works on which the fame of three of them depends. Tell the departments of literature to which these works belong.

FRENCH.

(Time 1½ hours.)

I.

Traduisez : Though Fénelon has confidence in the qualities of women, he is not blind to their deficiencies. The most prominent are indolence, listlessness, frivolity and inability to control their tongues.

In order to counteract these defects, Fénelon advises moral means as well as intellectual discipline. The influence of parents or teachers seems to him to be quite as efficient as the best books. It is through reason, not through fear, that the minds of children ought to be reached. 25%.

Quand on parle à un homme de mon âge qui, au risque des persécutions, a consacré d'une manière désintéressée son peu de talent à servir une cause qu'il a *crue* et croit toujours la bonne, il me semble *quelle que* soit l'opinion qu'on professe, qu'il est au moins de bon goût de donner à la raison les formes de la politesse qui ne peut qu'ajouter du poids à la vérité, en inspirant de la considération pour celui qui veut bien s'en faire l'organe. 15%.

II.

Expliquez l'orthographe de *crue* et de *quelle que* dans le texte précédent. 10%.

III.

Le grand roman de Le Sage? Quel en est le mérite, le caractère? Les oeuvres de Rollin et de Beaumarchais? L'auteur des adieux à la vie? De la jeune captive? Quels sont les principaux critiques français du 19^e siècle? De quels romans la lecture peut-elle être recommandée? 36%.

IV.

Qui est l'auteur du Lac?

Donnez en les deux premières stances.

14%.

GERMAN.

1. Alexander von Humboldt als Naturforscher und Schriftsteller.
2. Aug. Wilhelm von Schlegel als Dichter und Philolog.
3. Die dramatischen Werke und die politische Gesinnung von Ludwig Uhland.
4. Zwei der größten lebenden Dichter Deutschlands und ihre Werke.
5. Einige der besten deutschen Romane der Neuzeit.
6. Das Leben und die Gedichte von Ferdinand Freiligrath.
7. Einen größeren Satz von wenigstens fünf Linien über irgend eine Wissenschaft.
8. Einen kurzen Brief oder eine Anzeige.
9. Ihr bringt mit euch die Bilder froher Tage,
Und manche liebe Schatten steigen auf:
Gleich einer alten halbverflungenen Sage,
Kommt erste Lieb' und Freundschaft mit herauf,
Der Schmerz wird neu, es wiederholt die Klage
Des Lebens labyrinthisch irren Lauf,
Und nennt die Guten, die, um schöne Stunden
Vom Glück getäuscht, vor mir hinweggeschwunden.
10. It is, in some sense, unreasonable and ungrateful in us to be constantly discontented with a condition which is constantly improving. But, in truth, there is constant improvement precisely because there is constant discontent. If we were perfectly satisfied with the present, we should cease to labor and to save with a view to the future.

LATIN: (Time 1½ hours.)

1.—Tell briefly what you know of the life of Tacitus, and give two quotations from the *Agricola*.

2.—Translate:

Agricola naturali prudentia, quamvis inter togatos, facile justeque agebat. Jam vero tempora curarum remissionumque divisa: ubi conventus ac judicia poscerent, gravis, intentus, severus, et saepius, misericors; ubi officio satisfactum, nulla ultra potestatis persona: tristitiam et arrogantiam et avaritiam exuerat: nec illi, quod est rarissimum, aut facilitas auctoritatem aut severitas amorem deminuit. Integritatem atque abstinentiam in tanto viro referre, injuria virtutum fuerit. Ne famam quidem, cui etiam saepe boni indulgent, ostentanda virtute, aut per artem quaesivit: procul ab aemulatione adversus collegas, procul a contentione adversus procuratores, et vincere inglorium et atteri sordidum arbitrabatur. Minus triennium in ea legatione detentus ac statim ad spem consulatus revocatus est, comitante opinione Britanniam ei provinciam dari, nullis in hoc suis sermonibus sed quia par videbatur. Haud semper errat fama, aliquando et elegit.

3.—Give the Syntax of *prudentia*, *curarum*, *officio illi cui*, *inglorium*, *triennium opinione*, *ei sermonibus*.

4.—What two things are contrasted by the use of the word “*togatos*?” What metaphor in “*persona*?” Which of the qualities here ascribed to *Agricola* are pre-eminently Roman? To what officials does “*collegas*” refer? To what “*procuratores*?” State difference between “*conventus*” and “*judicia*.”

5.--Conjugate agebat, divisa, poscerent, satisfactum, exuerat, deminuit, referre, indulgent, quaesivit atteri.

Give synopsis of referre in 2d person singular, through the indicative and subjunctive moods, active.

METHODS: (Time $1\frac{1}{2}$ hours.)

1.—By what methods of training are Normal students prepared for their profession? How may the individual teacher continue to employ similar methods for self-improvement?

2.—Define the following educational methods and state the laws upon which they are based: (a) The inductive, (b) The concrete, (c) The interrogative. In using the interrogative method, what are the chief errors to be avoided?

3.—Mention several characteristics of a good illustration.

Give examples of objective illustrations that may be profitably used in teaching: (a) Geography, (b) History, (c) Arithmetic.

4.—What educational principle is frequently violated in teaching children to count? After learning to count, what tables is it possible for the child to construct?

What two educational principles are beautifully illustrated in this construction?

Write a series of examples so graduated as to present the successive steps in learning the process of multiplication. What great law should be illustrated by this series of examples?

- 5.—Describe an imaginary visit to a primary class, in which educational principles are generally violated.

Again, imagining yourself in charge, what changes would you inaugurate?

NATURAL SCIENCE : (Time $1\frac{1}{2}$ hours.)

- 1.—Define the terms *mineral*, *rock*, *fossil*, *crystal* and *cleavage*.
- 2.—Enumerate the minerals that constitute "the scale of hardness."
- 3.—Explain the origin of *arenaceous*, *argillaceous* and *calcareous* rocks.
- 4.—What is the chief agent in the destruction of land?
Under what forms does it act?
- 5.—Describe a glacier and the work it does.
- 6.—Why do you infer that water is a prominent agent in producing volcanic phenomena?
What are earthquakes?
- 7.—Describe a nerve. What do you mean by a ganglion?
What are its anatomical elements?

- 8.—Describe a transverse section of the spinal cord (with diagram). What is the physiological difference between the anterior and posterior roots of the spinal nerves?
 - 9.—Enumerate the principal divisions of typical brain.
What do you mean by the terms *commissure*, *ventricle* and *hemisphere*?
 - 10.—What is the function of the cerebellum? Where is the centre of respiration situated? To whom is the discovery of the functions of the spinal nerves attributed? Name a recent writer on the functions of the brain.
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PHYSICS : (Time, $1\frac{1}{4}$ hours.)

- 1.—Name the three kinds of spectra. Describe and explain *reversed spectra*.
- 2.—Describe the *spectroscope*, and give an account of its use in studying the chromosphere of the sun.
- 3.—Name the three *primary* colors. Illustrate and explain the different results obtained in mixing *hues* and in mixing *colored substances*.
- 4.—Give the *Young-Helmholtz theory* of the perception of color.
- 5.—When is a place said to have a *marine*, and when a *continental* climate? Which climate has New York, and why? Which is the more equable climate, and why?

PSYCHOLOGY: (Time 1½ hours.)

- 1.—Give what you consider to be the best classification of the intellectual operations. State in what respects you regard this as the best.
- 2.—Give the opinions of some of the principal philosophers as to consciousness. What are its special conditions?
- 3.—What are the characteristics of a good memory? How would you cultivate memory? Distinguish between rote memory and rational memory.
- 4.—What is meant by an innate idea? State what you believe to be the true doctrine regarding innate ideas.
- 5.—Distinguish between the doctrines of realism, nominalism, and conceptualism.
- 6.—State and illustrate the law of the diffusion of feeling.
- 7.—Name the principal emotions that are available in the work of discipline. To which of these would you chiefly appeal, and why?

POST GRADUATE, CLASS, JUNE, 1882.

	Per cent.		Per cent.
American, Louise Douglass.....	94	Knox, Rebecca J.....	92
Baldwin, Mary Briscoe.....	91	Lyons, Frances Louise.....	95
Bennett, Ida.....	83	Lewi, Nina.....	—
Bergamini, Rachel.....	85	Long, Lizzie A.....	86
Brown, Kate.....	91	Martinache, Eugenie.....	89
Brown, Kate Loretto... ..	89	McCoy, Mary.....	88
Baruc, Kate O.	91	McGuckin, Emily.....	91
Blumenthal, Charlotte F.....	89	Mahony, Mary B.....	86
Carll, Agnes Holmes.....	87	McDonough, Isabel R.....	91
Cunningham, Margaret.....	84	Mason, Margaret Eliz.....	89
Chambers, Lillian M.....	93	Nordeman, Laura.....	83
Coles, Marie Bell.....	96	Nulty, Harriet.....	93
Dowe, Marianna.....	83	Reed, Isabel.....	92
Duggan, Dora C.....	89	Rich, Alice B... ..	94
Duggan, Ella J.....	95	Salter, Mabel de Colston.....	90
Elliot, Rebecca Reed.....	94	Sault, Eva J.....	95
Fridenberg, Josephine.....	86	Smith, Amalia S. S.....	92
Flood, Christabel.....	94	Strasberger, Clara.....	91
Grossmayer, Fannie.....	90	Stub, Julie.....	92
Hickenbottom, Eva B.....	96	Taylor, Lillian E.....	92
Holden, Adele Coutant.....	81	Webster, Louise Marg't.....	93
Haydock, May.....	90	Wellner, Emilie.....	84
Isham, Anna Louise.....	97	Williamson, Charlotte E.....	90
Jackson, Esther.....	90	Wood, Carrie J.....	93
Kohn, Pauline.....	93		

COURSE
OF
INSTRUCTION.

COURSE OF INSTRUCTION

PRESCRIBED FOR

GRAMMAR SCHOOLS.

EIGHTH GRADE.

1. *Language Lessons*—Reading of the grade of a Third Reader ; oral lessons on the qualities and uses of familiar objects, such as articles of clothing, food, materials for building, and so forth ; compositions upon subjects connected with the oral lessons of the grade ; spelling, meaning and use of words, chiefly from the lessons of the reading book and from the oral lessons of the grade ; also selected miscellaneous words in general use, at least 150 in number, to be taught chiefly by writing them separately, and in short sentences from dictation.

2. *Arithmetic*—Written and mental—Through the simple rules and federal money, with practical examples. Tables of weights and measures to be taught, with simple practical applications.

3. *Geography* (without text-book)—The World, from globes and outline maps.

4. *Penmanship*—*Words* of various lengths, presented in the order of their difficulty. Practice in *capitals* continued.

5. *Drawing*—On paper, illustrated on blackboard, from dictation and from chart.

Draw semicircles on vertical and horizontal diameters of four inches. Bi-symmetrical arrangement of simple and compound curves on vertical axis, two of each. Two simple historic borders, illustrating horizontal repetition of a unit. Two conventional cordate leaves; symmetrical arrangement of these leaves in the equilateral triangle and the octagon.

SEVENTH GRADE.

1. *Language Lessons*—Reading of the grade of a Third Reader (a different book from that used in the Eighth Grade); oral lessons on animals; compositions as before; spelling, meaning and use of words, as before—at least 150 additional words, and review of those previously taught.

2. *Arithmetic*—Written and mental—Through subtraction of common fractions, including practical applications; weights and measures as before—completed.

3. *Geography*—(without text-book)—The United States.

4. *Penmanship*—Single words, each to commence with a capital; short phrases.

5. *Drawing*—On paper, illustrated on blackboard, from dictation and from chart. Draw two circles of not less than 4 inches in diameter. Two borders illustrating the principle of horizontal repetition—two different units to be used in each border. Two conventional hastate leaves. Symmetrical arrangement of the cordate leaves of the previous grade, in trefoil and quatrefoil. One example of surface covering, consisting of the repetition of a geometric unit.

SIXTH GRADE.

1. *Language Lessons*—Reading of the grade of an easy Fourth Reader ; oral lessons on plants ; compositions as before : spelling, meaning and use of words, as before—at least 150 additional words, and review of all previously taught : easy exercises in suffixes.

2. *Arithmetic*—Written and mental—Common fractions completed.

3. *Geography* (without text-book)—General outlines of South America and Europe.

4. *Penmanship*—Single words continued ; also short phrases and easy sentences.

5. *Drawing*—On paper, illustrated on blackboard, from dictation and from chart. Draw two ellipses, one on vertical major axis of 4 inches, one on horizontal major axis of 4 inches. Draw two ovals of different proportions. Compound curves on vertical axis. Two examples of vases of different styles. Draw one conventional leaf and one floral, two views of each ; the same in an original design. Draw a vertical border, using the hastate leaves of the Seventh Grade.

FIFTH GRADE.

1. *Language Lessons*—Reading of the grade of a Fourth Reader ; oral lessons on the human body ; compositions as before ; spelling, meaning and use of words, as before—at least 150 additional words, and review of all previously taught : exercises in prefixes and suffixes.

2. *Arithmetic*—Written and mental—Decimals, and practical applications of common and decimal fractions; also reduction, ascending and descending, of integral denominate numbers.

3. *Geography*—North America in outline and the United States in detail.

4. *History* of the United States (without a text-book)—A brief general outline.

5. *Penmanship*—Phrases and sentences varying in length and degree of difficulty.

6. *Drawing*—On paper, illustrated on blackboard, from dictation and from chart. Draw a regular pentagon. Draw two varieties of trilobate conventional leaves, and two conventional flowers. One Greek vase, without perspective effect or ornament, not less than five inches in height. Two examples of historic ornament (borders), Egyptian and Greek. One original border composed of the leaves and flowers used in this or the Sixth Grade. One original combination of the above leaves and flowers in a square; repeat the square for wall paper or oilcloth design.

FOURTH GRADE.

1. *Language Lessons*.—Reading of the grade of a Fourth Reader (a different book from that of the Fifth and the Sixth Grade); oral lessons on common minerals and metals; compositions as before; spelling, meaning and use of words, as before—at least 150 additional words, and review of all previously taught; exercises in prefixes and suffixes continued;

English Grammar (without text book)—the construction of sentences, with a view to develop a knowledge of the parts of speech, and to illustrate the terms subject, predicate and object.

2. *Arithmetic*—Written and mental—Denominate numbers completed, with practical applications.

3. *Geography*—Review of the United States; other parts of North America in detail, and Asia and Africa in outline.

4. *History* of the United States (without text-book)—Outline with greater detail.

5. *Penmanship*—Writing in copy-books continued; practice in large and small writing.

6. *Drawing*—On paper, illustrated on blackboard, from dictation and from chart. Draw the spiral. Two varieties of conventional lobed leaves and two flowers. Combinations of the leaves and flowers of this grade in a geometric form. Two examples of bi-symmetrical ornament, mediæval and moresque. Two original examples of surface covering, using the leaves or flower forms of Fifth Grade. One vase, not less than five inches, without perspective effect, ornamented, using the spiral.

THIRD GRADE.

1. *Language Lessons*—Reading of the grade of an easy Fifth Reader—at least one lesson per week in supplementary reading; oral lessons on the simple facts of natural philosophy; compositions as before; spelling, meaning and use of words, as before; exercises in the formation of derivative words; English grammar (without text-book), continued.

2. *Arithmetic*—Written and mental—Through percentage, including such rules as do not involve consideration of time, with their applications. Problems to be chiefly such as involve the ordinary business transactions.

3. *Geography*—South America and Europe in detail.

4. *History* of the United States—To the Revolution.

5. *Penmanship*.—Writing in copy-books, with practice in different styles ; short paragraphs to be written from dictation ; instruction in letter-writing.

6. *Drawing*—On paper, illustrated on blackboard, from dictation and from chart. Draw one historic vase, not less than six inches high, without perspective effect, decorated. One original pottery form, without perspective effect, decorated with any leaf, flower form, or historic ornament used in previous grades. Two examples of bi-symmetrical historic ornament of different styles, greatest dimension not less than six inches. Two original examples of surface covering, using not less than two different units for the repetition. One original circular border. An example of design for textile fabric.

SECOND GRADE.

1. *Language Lessons*—Reading of the grade of a Fifth Reader—supplementary reading continued ; oral lessons on the simple facts relating to air, water, light, heat and sound ; compositions as before ; spelling, meaning and use of words, as before ; exercises in the formation of derivative words, continued ; English grammar—the construction of compound and complex sentences, with the view of teaching propriety of expression.

2. *Arithmetic*—Written and mental—Interest, simple and compound, including partial payments ; discount, bank and true ; proportion, simple and compound.

3. *Geography*—Review of Europe ; Asia, Africa and Oceanica in detail.

4. *History* of the United States—Completed.

5. *Penmanship*—Writing in copy-books ; also of paragraphs and business forms, such as bills, receipts and drafts ; letter writing continued.

6. *Drawing*—On paper, illustrated on blackboard, from dictation and from chart. Draw one natural lobed leaf and flower—conventionalize them and with them draw two designs for industrial purposes. Draw from the model or round the following : cube, square prism, cone, cylinder, and square pyramid. Draw (*free hand*) concentric squares, hexagon, octagon, circle, concentric circles, ellipse, oval.

PERSPECTIVE DRAWING (PERMISSIBLE).

Draw in linear perspective, from drawings made on blackboard only, the following : picture plane, horizon, points of sight, points of distance, points at different distances within the picture plane ; horizontal and vertical lines of different lengths and distances, within the picture plane ; vertical and horizontal squares, cubes, square prism and square pyramid in parallel perspective ; in angular perspective, horizontal cubes and square pyramids.

FIRST GRADE.

1. *Language Lessons*—Reading, spelling, meaning and use of words, continued; supplementary reading as before; English grammar continued; composition continued; a review of the previous grades in the formation of words.

2. *Arithmetic*—Written and mental—A review of the business arithmetic of the preceding grades; also exchange, equation of payments, averaging accounts, custom house business, partnership, and mensuration.

3. *Geography*—A general review.

4. *History of the United States*—A general review, and the principal features of the Federal, State and Municipal Governments.

5. *Penmanship*—Exercises in copy-books, and in writing selected paragraphs from dictation; business forms; letter writing continued.

6. *Drawing*—On paper, from illustration on blackboard only. Draw from the round (*free hand*) hexagonal and octagonal prisms. Groups of the following models: cube, cone, cylinder, plinths, pyramid, antique vase. Original designs for industrial purposes.

The oval, ellipse, hexagon, octagon, pentagon, concentric circles, concentric squares, spiral, equilateral triangle, trefoil.

Two examples of bi-symmetrical historic ornament.

PERSPECTIVE DRAWING (PERMISSIBLE).

Draw in parallel perspective : the cube, square prism, pyramid, hexagonal prism, circle, cone, cylinder.

Draw in angular perspective : the cube, square prism and pyramid.

VOCAL MUSIC.

Singing in all the grades, except first grade of boys—class teachers' drill, at least 10 minutes each day, excepting the day when the special teacher gives a lesson.

PERMISSIBLE STUDIES.

Elements of plane geometry, algebra, perspective drawing, book-keeping, and outlines of astronomy, are permissible subjects. Any or all of these subjects may be taught in any school, if permitted by the Committee on Course of Study, upon application by the Board of Trustees.

GENERAL DIRECTIONS RELATIVE TO INSTRUCTION IN THE SEVERAL GRADES OF THE GRAMMAR COURSE.

1. In the several grades the minimum time for Language Lesson, per week, shall be 5 hours ; Arithmetic, 3 hours ; Penmanship, 2 hours ; Geography, 1 hour ; Drawing, 40 min. ; History (Grades 1, 2, 3, 4 and 5), 40 min.

The remaining time per week to be distributed at the discretion of the Principal.

2. *Opening Exercises*, 15 minutes; noon intermission, 60 minutes.

Opening Exercises to commence punctually at 9 o'clock, A. M., and dismissal at 3 o'clock P. M.

No class exercise shall take place before 9 o'clock A. M., or after 3 o'clock P. M.

3. *Reading*—In the reading lessons of each grade the pupils shall be required to state in their own language the subject matter of the lesson. Prose and verse recitations by the pupils in the schools shall be selected from books upon the supply list of the Board of Education.

4. *Use of Pencils and Pens*—The pupils not to be allowed to write with short pencils; in all the grades particular attention to be given to the proper manner of holding the pen, and to the position at the desk. The exercises in each grade to be such as are required to give ease and rapidity, as well as accuracy in style. Blackboard instruction to be given in each grade. Pupils of the first five grades to be supplied with blank books for dictation exercises, which should be given at least once a week.

5. *Composition*—Composition shall be written once each week in all grammar classes, in the presence of the teachers, upon subjects connected with the oral lessons of the grades or upon subjects read and explained in the class room; and these compositions shall be criticised and rewritten. Home work shall be limited to the first grade.

6. *Dictation and Correction of Language*—Exercises in writing sentences and paragraphs, from dictation, shall be given in each grade, and the pupils in all the grades shall be trained

in the correction of language, and taught to avoid common errors of speech.

7. *Arithmetic*—Rapid calculation in the simple] rules of arithmetic should be practiced by all the pupils from the lowest to the highest grade.

8. *Singing*—Instruction in singing shall be given to the pupils in every grade, except the first grade of boys. The music used shall be such as is found in the books contained in the supply list of the Board of Education.

9. *Sewing*—Instruction in sewing may be given to the pupils in the Female Grammar Schools.

10. *Physical Training*—The pupils shall be exercised daily in such a manner as to expand the lungs, develop the muscles, and impart an easy and graceful carriage to the body. Calisthenic exercises should be employed for the attainment of these objects.

11. *Manners and Morals*—Such instruction should be given daily to the pupils of all the grades as will foster a spirit of kindness and courtesy toward each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law and truth.

12. *Size of Classes*—No class shall contain more than sixty pupils.

COURSE OF INSTRUCTION
PRESCRIBED FOR
PRIMARY SCHOOLS.

SIXTH GRADE.

Reading and Spelling—Familiar words and simple sentences from blackboard and chart ; also spelling such words from dictation. Exercises in elementary vowel sounds, and in consonant sounds in combination with vowels.

Number—Counting and adding by ones to 100, by twos and threes to 50 ; also counting backward by ones from 10 ; *Arabic Figures* to be read to 100, and written to 20.

Object Lessons—Form, such as square, oblong, circle, cube, ball or sphere ; straight and curved lines ; common colors ; and the obvious parts and uses of familiar objects.

Drawing—On slate—From illustration on blackboard, from dictation and from chart.

Draw straight lines, vertical, horizontal and oblique ; angles, right, acute and obtuse, one side of each angle being horizontal ; letters formed of horizontal and vertical lines ;

letters formed of horizontal, vertical and oblique lines ; two familiar objects, without perspective effect, represented by straight lines.

FIFTH GRADE.

Reading—From the blackboard, charts, and a First Reader. Exercises in elementary vowel sounds, and in consonant sounds in combination with vowels. Names of punctuation marks as they occur in the Reader.

Spelling—Words from the Reading lessons ; also other familiar words.

Arithmetic—Counting by threes, fours and fives to 100 ; adding by twos, threes, fours and fives to 20, on the blackboard and the slate ; subtracting on the numeral frame, twos, threes, fours and fives, from 20, and numbers below 20. *Arabic Figures* to be read and written to 1,000.

Roman Numbers—To XL ; also their use on the clock face.

Object Lessons—Form, as in the preceding grade, with the addition of semicircle, angles, triangle and hemisphere ; the color, obvious parts, and uses for familiar objects, continued.

Writing on the Slate—Script letters ; also short words from copies.

Drawing—On slate—Illustrated on blackboard, from dictation and from chart.

Draw horizontal, vertical and oblique lines, and mark off one, two, three and four inches on them ; divide lines by points into two, four and eight equal parts ; draw horizontal, vertical and oblique parallel lines three inches in length, with

half inch spaces between them ; square, side three inches, divided by diameters ; square, side four inches, divided by diagonals ; right angled, acute angled and obtuse angled triangles, longest side four inches ; oblong, 3 in. x 2 in., divided by diameters ; oblong, 4 in. x 3 in., divided by diagonals ; two familiar objects, without perspective effect, containing the plane figures of this grade.

FOURTH GRADE.

Reading—Through a First Reader, or in an easy Second Reader ; exercises in elementary vowel sounds, and in consonant sounds in combination with vowels ; names and punctuation marks as they occur in the Reader.

Spelling and Definitions—Words from the reading lessons, and other familiar words.

Arithmetic—Numeration and Notation—through six places ; Addition—single columns of ten figures ; Mental arithmetic—adding by sixes, sevens, eights, nines and tens to 100 ; subtracting threes, fours and fives from numbers below 30 ; also simple practical questions in Addition.

Roman Numbers—To C.

Object Lessons—Form, as in the previous grade, with the addition of prism, pyramid, cylinder and cone ; color, continued ; also the obvious parts, uses and qualities of familiar objects.

Writing on the Slate—Letters and words without capitals.

Drawing—On slate—Illustrated on blackboard, from dictation and from chart.

Draw equilateral and isosceles triangles, longest line four

inches ; rhomb, side four inches ; rhomboid, 4 in. x 2 in. ; concentric squares, sides four inches and two inches, on diagonals ; consecutive squares, sides four inches and one inch, on diameters ; regular octagon ; two familiar objects, without perspective effect, containing the plane figures of this grade.

THIRD GRADE.

Reading—In a Second Reader ; exercises in elementary vowel sounds, and in consonant sounds in combination with vowels ; names of punctuation marks as they occur in the Reader.

Spelling and Definitions—Words from the reading lessons and other familiar words ; also writing short words on the slate from dictation.

Arithmetic—Numeration and Notation—through 100,000,000 ; Addition—columns of ten figures ; Mental Arithmetic—simple practical questions in Addition and Subtraction ; Multiplication Table—through six times twelve.

Roman Numbers—Continued and reviewed.

Object Lessons—Form and Color reviewed ; also the principal parts, uses, qualities and materials of familiar objects.

Writing on the Slate—Continued, with the use of capitals.

Penmanship—Elementary Script Forms—Strokes, curves, loops, and the *small letters* in the order of their simplicity, such as *i, u, n, m, o, a*.

Drawing—On slate, illustrated on blackboard, from dictation and from chart.

Draw a regular hexagon ; two or more symmetrical arrangements of straight lines in the square, hexagon, octagon and equilateral triangle ; two familiar objects, without perspective effect, composed of straight lines.

SECOND GRADE.

Reading—Through a Second Reader ; exercises in elementary vowel sounds, and in consonant sounds in combination with vowels ; names of punctuation marks as they occur in the Reader.

Spelling and Definitions—Oral and written. Words from the reading lessons ; also other common words.

Arithmetic, Mental and Written—Addition, Subtraction and Multiplication, with multipliers of not more than two figures ; and with practical examples. Multiplication table, completed and reviewed.

Roman Numbers—Reviewed.

Common Tables—Federal Money, Time, Liquid and Dry Measure.

Object Lessons—As in the previous grades, with more complete descriptions of objects, in order to develop oral expression, as well as observation ; also exercises in Place and Direction.

Writing on the Slate—Continued.

Penmanship—*Elementary Script Forms*—continued with easy words, such as *man, moon, name, mine*. Each child to be practiced in writing his name.

Drawing—On slate, illustrated on blackboard, from dictation and from chart.

Draw simple curves on vertical and horizontal bases of four inches, with altitude of one-fourth, and of one-third of the base; symmetrical arrangement of simple curved lines in the equilateral triangle, square, oblong, rhomb, hexagon and octagon, the sides of the triangle, square and rhomb being four inches; two or more familiar objects, without perspective effect, composed of the plane figures of this grade.

FIRST GRADE.

Reading—Lessons of the grade of an easy Third Reader; exercises in elementary vowel sounds, and in consonant sounds in combination with vowels; names of punctuation marks as they occur in the reader.

Spelling and Definitions—As in the previous grades; also words and short sentences, to be written on the slate from dictation.

Arithmetic—Mental and Written—Addition and Subtraction reviewed; Multiplication completed; Division—the written exercises with divisors not exceeding 25. Practical examples to be given in both mental and written exercises.

Roman Numbers—Reviewed.

Common Tables—Those of the Second Grade reviewed, with the addition of Avoirdupois Weight and Long Measure.

Oral Lessons—Objects to be used as far as may be necessary. The qualities and uses of familiar objects, such as articles of clothing, food, and building materials.

Geography—(without text-books)—Points of the compass ; the shape of the earth, elementary definitions, and the situation of the principal countries and bodies of water.

Writing on the Slate—Continued ; writing sentences from dictation, with the use of capitals, period, hyphen and interrogation marks.

Penmanship—Small Letters—Practice in the entire alphabet. *Easy Words* containing combinations of the different letters, progressively arranged ; such as *manner, hammer, many, good, happy, bring, brought*. Practice on the Capitals commenced.

Drawing—On slate and paper, illustrated on blackboard, from dictation and from chart.

Draw quadrants with radius of two inches ; design composed of straight and simple curved lines symmetrically arranged in the square, equilateral triangle, hexagon and octagon ; two ovate conventional leaves on axis of three inches.

GENERAL DIRECTIONS RELATIVE TO INSTRUCTION IN THE SEVERAL GRADES OF THE PRIMARY COURSE.

1. *Order of Exercises*.—In arranging the order of Exercises of any Primary School or Department, the amount of time to be assigned to each group of studies per week shall be as stated below ; but the number of lessons, and the time assigned to the several studies of any group, may be increased or diminished at the discretion of the Principal, in order to meet special conditions of classes, provided the aggregate amount of time per week be not changed in any group.

In grades 6, 5, 4, the time assigned to the several groups of exercises shall be as follows :

First—Reading and Spelling, including Definitions, Elementary Sounds and Punctuation, *eight hours per week* ; with the following subdivisions per day : Reading, 45 minutes ; Spelling, oral and written, 25 minutes ; Definitions, 12 minutes ; Phonetics and Punctuation, 14 minutes.

Second—Number and Arithmetic, including Mental, Oral Drills, Tables and Roman Numbers, *six hours per week* ; with the following daily subdivisions : Counting and Adding, 30 minutes ; Figures, 30 minutes ; Roman Numbers, 12 minutes.

Third—Writing and Drawing, *three hours per week* ; with the following subdivisions : Writing on slates, 24 minutes per day ; Drawing, three lessons of 20 minutes each, per week.

Fourth—Object Teaching and Music, *three hours per week* ; with the following subdivisions : Object Teaching, 24 minutes per day ; Music, 6 minutes per day in each class, and one lesson per week of 30 minutes, for the school. (The aggregate time of special teacher of Music, one hour and twenty minutes per week.)

Fifth—Opening Exercises, Recesses, Calisthenics, Roll Call, Dismission, etc., *nine hours per week* ; with subdivisions per day as follows : Opening Exercises, 20 minutes ; Recess, 18 minutes ; Noon intermission, 60 minutes ; Roll Call, 10 minutes ; these to include time spent in assembling, preparing to dismiss, etc.

In grades 3, 2, 1, the time assigned to the several groups of exercises shall be as follows :

First—Reading and Spelling, including Definitions, Elementary Sounds and Punctuation, *eight hours per week* ; with the

following daily subdivisions: Reading, 40 minutes; Spelling, oral and written, 30 minutes; Definition, 16 minutes; Phonetics and Punctuation, 10 minutes.

Second—Arithmetic, including Written, Mental, Tables and Roman Numbers, *six hours and thirty minutes per week*; with the following daily subdivisions: Written, 40 minutes; Mental, 12 minutes; Tables, 20 minutes; Roman Numbers, 6 minutes.

Third—Writing and Drawing, *three hours per week*; with the following subdivisions: An average of 12 minutes per day of writing on slates, and two lessons of 30 minutes each, per week, on paper; Drawing, two lessons of 30 minutes each, per week.

Fourth—Object Teaching, Music, Geography, Place, etc., *three hours and thirty minutes per week*; with the following subdivisions: Object Teaching, 18 minutes per day; Music, 6 minutes per day in each class, and one lesson per week, of 30 minutes, for the school; Geography, Place, etc., one hour per week, subdivided into two or three lessons.

Fifth—Opening Exercises, Recesses, Calisthenics, Roll Call, Dismission, etc., *eight hours per week*, subdivided as follows: Opening exercises, 20 minutes; Recess, 12 minutes; Noon Intermission, 60 minutes; Roll Call, 4 minutes.

Opening Exercises to commence punctually at 9 o'clock A. M., and dismissal at 3 o'clock P. M. (*Primary Departments* may commence to dismiss at 2.50 o'clock P. M. The 10 minutes per day thus lost may be taken from the groups at the discretion of the Principals.) The time for sewing to be taken from the groups at the discretion of the Principal.

No class exercise shall take place before 9 o'clock A. M., or after 3 o'clock P. M.

The total time assigned to the above groups embraces 29 hours per week, leaving one hour per week unassigned, and thus allowing for the dismissal of meritorious pupils on Friday afternoon, in accordance with section 63 of the by-laws.

2. *Reading*—In the reading lessons of each grade, the pupils shall be required to state in their own language the subject matter of the lessons. Prose and verse recitations by the pupils in the schools shall be selected from the books upon the supply list of the Board of Education.

3. *Sewing*—Instruction in sewing may be given to the female pupils of Primary Schools and Departments.

4. *Use of Pencils and Pens*—The pupils shall not be allowed to write with short pencils; particular care to be taken as to the methods of holding both pencil and pen, also as to the position of the body while writing.

5. *Vocal Music*—Instructions in vocal music shall be given to the pupils in every grade.

The music used shall be such as is found in the books contained in the supply list of the Board of Education.

6. *Physical Training*—The pupils should be exercised daily in such a manner as to expand the lungs, develop the muscles, and impart an easy and graceful carriage to the body. Calisthenic exercises should be employed for the attainment of these objects.

7. *Manners and Morals*—Such instruction should be given daily to the pupils of all grades as will foster a spirit of

kindness and courtesy towards each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law and truth.

8. *Size of Classes*—No class shall contain more than seventy-five pupils.

PROMOTIONS FROM PRIMARY SCHOOLS, HOW AND WHEN MADE.

Promotions shall be made from the Primary to the Grammar Schools semi-annually, and not oftener, except by the written permission of the City Superintendent; and no pupil shall be promoted from any Primary School unless examined in all the studies prescribed for the First Grade of the Course of Instruction for Primary Schools, and found qualified by the Principal of the Department into which the promotion is to be made; and when found qualified, such pupils shall be promoted without delay. Pupils may be transferred from the Primary to the Grammar Schools before completing the First Primary School Grade, with the consent of the Committee on Course of Study and School Books, and on the recommendation of the City Superintendent, to whom application may be made by the Trustees in any Ward, showing that said transfer is necessary in order to relieve the crowded condition of any Primary School, and to fill vacancies in the classes of the Grammar Schools. Pupils thus transferred to any Grammar School shall, however, be taught in the Primary Grade until regularly promoted from the same, but may be counted as a part of the regular attendance of the Grammar School.

COURSE OF INSTRUCTION

IN THE

GERMAN LANGUAGE.

FOURTH GRADE.

1. *The Alphabet*, both printed and script, with exercises in reading and writing.

2. *Grammar*—Declension of the Definite and Indefinite Articles and the Noun; the present and imperfect tense of *sein* and *haben*. The cardinal numbers from one to one hundred.

3. *Translation*, both oral and written, of simple sentences, including examples under the rules learned in the grammatical lessons of this grade, as well as subject, predicate, object, and simple adjuncts.

4. *Colloquial Exercises*.

THIRD GRADE.

1. Exercises in Reading and Writing continued.

2. *Grammar*—Declension of Adjectives and Pronouns. The active voice of the weak conjugation.

3. *Translation*—Oral and written, including examples under the rules of the grammar lessons of this grade, as well as of prepositions ; also easy compound sentences.

4. *Colloquial Exercises*.

SECOND GRADE.

1. Exercises in Reading and Writing continued.

2. *Grammar*—The passive voice of the weak conjugation. The principal parts of strong and irregular verbs.

3. *Translations*—Oral and written, of sentences affording practice in the application of the several tenses of the verb, and in compound sentences.

4. Reading, from a German Reader, with translations into English, and exercise in etymology.

COURSE OF INSTRUCTION
IN THE
FRENCH LANGUAGE.

FOURTH GRADE.

1. *Reading*—Rules of Pronunciation and the accents.
2. *Grammar*—The Definite and Indefinite Articles ; Nouns, formation of the plural ; Adjectives, formation of the feminine gender and comparisons ; Auxilary verbs *avoir* and *être*. First conjugation of regular verbs.
3. *Translation*—Oral and written, including exercises on the grammatical rules taught in the grade ; also the use of nouns in a partitive sense, the place of nouns in a question, and the form of negative sentences.
4. *Colloquial Exercises*, adapted to the grade.

THIRD GRADE.

1. *Reading and Pronunciation*, continued.
2. *Grammar*—Pronouns ; the second, third and fourth conjugations of the regular verbs ; some of the principal irregular verbs ; adverbs.
3. *Translation*—Oral and written, on the grammatical rules taught in this grade.
4. *Colloquial Exercises*, adapted to the grade.

SECOND GRADE.

1. *Reading and Pronunciation*, continued.
2. *Grammar*—Regular verbs reviewed ; irregular verbs continued ; the principal rules on the use of moods and tenses.
3. *Translations* from a French reader ; also oral and written translations in the grammatical rules of the grade.
4. *Colloquial Exercises*, adapted to the grade.
5. *Easy Compositions*.

REVIEW TO PRECEDE AN EXAMINATION FOR PROMOTION.

Every examination for promotion to a higher grade shall be preceded by a thorough review of all the studies pursued in the grade from which said promotion is to be made.

REGULATION OF STUDIES OUT OF SCHOOL.

No lesson shall be given to a pupil to be learned out of school until it shall have been sufficiently explained and illustrated by the teacher to the class ; nor shall the lessons be such as to require a period of study each day, in the case of a child of average capacity, longer than two hours. Exercises in grammatical analysis and parsing, and written and mental arithmetic, shall *not* be assigned for home study, except to pupils in the first grade.

On the last Friday in each month there shall be in every class of each course a general review of all the studies of the previous month, at which review all text-books shall be laid aside by teachers and pupils.

No public exhibition requiring special preparation shall be given in any school or department, if at all, oftener than once during each year, except by permission of the Board of Trust-

ees, and no public exhibition or entertainment shall be given outside the school building without the consent of the Board of Education.

MUSIC, DRAWING, FRENCH AND GERMAN.

Exercises in vocal music and instruction in musical notation and drawing shall be given in each Primary and Grammar School.

Whenever the parents or guardians of at least thirty pupils attending a Grammar Department shall desire the introduction of French or German, the Trustees of the Ward shall introduce the study of such language in said department, but no child shall be compelled to study German or French contrary to the wishes of its parents or guardians, expressed either personally or in writing; and whenever the average attendance of pupils engaged in the study of French or German, in any class, shall fall below fifteen for the period of three months, such study shall thereafter be discontinued in said class.

Whenever the study of French or German shall have been introduced as above, it shall be pursued according to the course of studies in French or German which has been or may hereafter be prescribed by the Board, and pupils pursuing the study of either of these languages shall be required to show the proficiency assigned to each grade before being promoted to a higher grade in the same language.

The City Superintendent, under the direction of the Committee on Teachers, shall be authorized to license teachers specially to give instruction in French or German in the 2d, 3d and 4th grades of the Grammar Schools, and the number of recitations in each of the grades pursuing the study of either of these languages shall be four, of twenty five minutes each per week, and no pupil shall be permitted to pursue the study of more than one of these languages at the same time.

EXAMINATION OF CLASSES BY THE PRINCIPALS.

The Principals of the Schools shall examine all their classes in the prescribed branches of study at least twice a year, namely, immediately before each regular promotion, and record the results of the same in a book kept for that purpose. A report of all such examinations shall be sent to the City Superintendent, who shall have it recorded in a book kept for that purpose. The adjectives to be used by the Principals in such examination shall be the same as those made use of by the Superintendent under the by-laws.

EXAMINATION BY CITY SUPERINTENDENT.

1. Whenever any school is visited for examination by the City Superintendent, or his assistants, it shall be the duty of the Principal of said school to provide the examiner with a statement showing the number of pupils on record in the class, the length of time in it, their age, the studies pursued, the progress of the pupils therein, and such other facts as he may deem requisite to enable him to form a correct estimate of the efficiency of the instruction imparted.

2. The reports made to the Board of Education of the result of such examination shall state in what manner the Principal and other teachers have discharged their duties, the attendance of the teachers, the character of each class in its respective grade, as *excellent*, *good*, *fair*, *indifferent* or *bad*; the general order and efficiency of each school, together with such other facts as may be deemed necessary or important.

3. Records of the results of such examinations shall be kept in the Superintendent's office, and transcripts from the same with regard to each school shall be sent without delay to the respective Boards of Trustees.

COURSE OF INSTRUCTION

FOR

EVENING SCHOOLS FOR JUNIORS.

EIGHTH GRADE.

Reading, from a First or Second Reader.

Suggestions.—1st. It should be borne in mind that the pupils of this grade have a mental development as well as a practical use of words far beyond the young children for whom a reader of this grade is chiefly designed ; 2d. That therefore the principal efforts in this grade should be to develop a facility in pronouncing all the words of the reader promptly at sight ; 3d. Great care should be taken to make the exercises as spirited as the subject will permit ; 4th. Considerable attention should be given to distinctness of articulation and correctness of pronunciation.

Spelling and Definitions of the words of the reading lessons.

Suggestions.—1st. The spelling in this grade should be chiefly oral, in order to cover as much ground as possible in each lesson ; 2d. Before closing the lesson, a selection of from five

to ten of the most difficult words should be tested by having the whole class write them on the slate; 3d. The difficult words of preceding lessons should be rapidly reviewed at least twice a month; 4th. The spelling and meaning of words of like sound with those in the lesson should be carefully taught; 5th. Only those words, the meaning of which the pupil is likely to mistake or not to know, should be dwelt upon in the definition exercise; 6th. Ability to use words properly in a brief sentence or phrase is the best test of the knowledge of their meaning in the lower grades.

Arithmetic, through Multiplication.

Suggestions—1st. The lesson in arithmetic should consist of three parts: First, a few minutes rapid class drill with the blackboard to secure facility and precision in the tables of addition, subtraction and multiplication; Second, a few minutes in short practical exercises in mental arithmetic, chiefly for rapid calculation without analysis; Third, the remainder of the time should be given to exercises wrought upon the slate. 2d. All the examples given should be short. 3d. If any analysis is required, it should only be in multiplication, and should then be as concise as clearness will permit. 4th. Neat work and legible figures should invariably be insisted upon.

Penmanship—Elementary exercises in small letters and capitals; also in short words.

Suggestions—1st. Each lesson should first be briefly illustrated upon the blackboard; 2d. The lessons should not always be from printed copies; 3d. The letters should be presented in the order of their difficulty, and short words should be introduced as soon as a few letters have been taught.

SEVENTH GRADE.

Reading from a Third Reader.

Suggestions as in grade 8th as far as apposite. Care should be taken to select interesting and instructive pieces.

Spelling and Definitions of the words of the reading lesson; also of miscellaneous words by dictation.

Suggestions as in grade 8th, excepting that the exercises in written spelling should occupy at least half the time given to the subject.

Arithmetic—Short and Long Division and Federal Money.

Suggestions as in grade 8th, except that the words *and Division* are to be added after the word *Multiplication*.

Penmanship—Words and short sentences.

Suggestions, see 1 and 2 of grade 8th.

SIXTH GRADE.

Reading of the grade of a Third Reader, continued.

Suggestions as in grades 8th and 7th.

Spelling and Definitions of the words of the reading lessons; also of miscellaneous words from dictation.

Suggestions as in grades 8th and 7th.

Arithmetic through Common Fractions and their application to Federal Money.

Suggestions—1st. Those of grades 8th and 7th, as far as apposite. 2d. The examples selected should be short and practical as possible. 3d. Common Division and Least Common Multiple should be chiefly from inspection and only in immediate connection with their applications to the reduction and combination of Fractions. 4th. Addition, Subtraction and Division may be advantageously taught together on their common basis of Least Common Denominator. 5th. The chief analyses to be taught are those of Common Denominator, Multiplication and the two cases in Division. 6th. The application of Fractions to Federal Money should constitute a prominent element of the exercises.

Penmanship—Words and short sentences, continued.

Suggestions as in grade 7th.

FIFTH GRADE.

Reading, a book of the grade of a Fourth Reader, with continuous text, on Familiar Science.

Suggestions—1st. Every lesson should be accompanied with a brief review of the subject matter. 2d. An occasional general review of the subject matter will give one of the brief advantages of a continuous text. 3d. Difficult words and those requiring explanation should be carefully attended to. 4th. Distinctness of articulation and naturalness of tone should have a proper share of attention.

Spelling and Definitions from the Reader and miscellaneous words.

Suggestions as in grades 8th and 7th.

Arithmetic—Decimal Fractions and Common Fractions reviewed, with simple business applications of both.

Suggestions—1st. After teaching the principles of decimal notation, the reduction, addition, subtraction, multiplication and division of decimal fractions should be taught and explained on the same principles as similar operations in common fractions. 2d. Facility in converting simple common fractions to decimals, and decimals to common fractions, is very important in the business applications of fractions.

Penmanship—Copies and longer sentences.

Suggestions—1st. Double lined books ; that is, those having both base-line and head-line for the small letters, should not be used. 2d. All members of the class should write the same lesson. 3d. The special difficulties of each lesson should be carefully taught by means of the blackboard.

FOURTH GRADE.

Reading—From the same Reader as in grade 5th.

Suggestions as in grade 5th.

Spelling and Definitions as in grade 5th.

Suggestions as in grade 5th.

Arithmetic—Compound numbers, including Federal Money, Tables of Weights and Measures.

Suggestions—1st. Great care should be taken to select those tables which are of most practical importance in daily life. 2d. No long examples should be given. 3d. The analysis, when required, should be brief and simple. 4th. The different values of the pound, ounce, ton and gallon should be carefully taught. 5th. Areas of rectangles and circles, and short examples in finding the contents of boxes, bins and cylinders, in feet, inches, gallons or bushels, should constitute a part of the basis of instruction.

Penmanship—Copies; writing short paragraphs from dictation or from the Reader or some other book.

Suggestions—1st. The latter element is by far the more important. 2d. Draw attention to the correct use of capitals and points and to the use of the hyphen at the end of the line. 3d. Insist upon the proper legible medium between a compact and a sprawling hand. 4th. Do not allow either vertical or back-hand to be used. 5th. Insist upon a plain style without flourishes. 6th. Permit only such rapidity as is thoroughly consistent with neatness and legibility.

Geography—An outline of the world; to be taught orally and with the use of the globe and outline map.

Suggestions—1st. The lessons should be short and spirited. 2d. They should not be allowed to degenerate into mere lectures. The pupils should take a leading and active part in pointing out and describing. 3d. The lessons should include

the shape of the earth, its size, zones, seasons, day and night, divisions into land and water, and the principal subdivisions of each. Ideas of latitude and longitude, their necessity and importance. The distinctions of mountain systems, plains and location of the most important of each; the most important rivers and lakes; a few of the leading countries and of the chief commercial and manufacturing cities. 4th. Before commencing the lesson the teacher should have as definite ideas as to its plans, limits and details as in the lessons in arithmetic or penmanship. 5th. Frequent and rapid reviews of five minutes each are indispensable.

THIRD GRADE.

Reading—History of the United States.

Suggestions as in grade 5th.

Spelling and Definitions from the reading lessons.

Suggestions as in grades 8th and 7th, excepting that the spelling should be tested only by writing selected words and sentences on slates.

Arithmetic—Percentage *without Time*; a review of those parts of the compound numbers which are of the most practical importance.

Suggestions as in grade 5th and 4th.

Penmanship—Copies and paragraphs as in grade 4th.

Suggestions as in grade 4th.

Geography—A brief outline of the Western Hemisphere, with the use of the globe and outline maps.

Suggestions as in grade 4th, except as to suggestion 3d. The lessons should include first very simple outlines of the physical geography of each continent, its form, dimensions, chief mountain systems, plateaus and plains; its drainage, general climates, and leading vegetable and animal products. The separate countries of the continent should then be considered, great care being taken not to present too many topographical details. The leading cities, resources, commerce and commercial routes should receive careful attention.

SECOND GRADE.

Reading—History of the United States, continued.

Suggestions as in grade 5th.

Spelling and Definitions from the reading lessons.

Suggestions as in grade 3d.

Arithmetic—Review of simple percentage; interest, and the business rules dependent upon both.

Suggestions—No subordinate topic should be treated exhaustively before proceeding to the next. 2d. Frequent reviews with brief examples will insure correctness, rapidity and thoroughness. 3d. Clear explanations should be required. 4th. Before completing the subject of interest, a few exercises

should be given in finding interest by tables, and the tables should be explained.

Penmanship—Copies and paragraphs as in grade 3d.

Suggestions as in grade 4th.

Geography—The Eastern Hemisphere, with the use of the globe and outline maps.

Suggestions as in grade 3d.

FIRST GRADE.

Reading—General History.

Suggestions as in grades 3d and 2d.

Spelling and Definitions—From the reading lesson.

Suggestions as in grade 3d.

Arithmetic—General review and completion of business arithmetic.

Suggestions as in grade 2d.

Penmanship—Paragraphs and business forms and business letters.

Suggestions—The points of each business letter should be briefly written upon the blackboard, and each pupil then be required to construct the letter himself.

Book-keeping.

Suggestions—The time given to this subject should not be allowed to interfere with the other subjects required to be taught in this grade.

Geography—General review, with outline maps.

Suggestions—Special attention should be given to such important current events as have geographical relations. The daily paper will furnish abundance of valuable and useful illustrations.

COURSE OF INSTRUCTION
IN THE
ENGLISH LANGUAGE,
FOR FOREIGNERS IN EVENING SCHOOLS.

THIRD GRADE.

1. *Reading*—Second or Third English Readers ; special attention to be called to idiomatic phrases occurring in the lessons.

2. *Penmanship*—Writing from dictation. The use of capitals to be taught.

3. *English Grammar*—Special attention to be given to the peculiar sounds of the language ; the comparison of adjectives ; the formation of the plural ; the simple tenses of auxiliary verbs ; the principal parts of a few of the most common irregular verbs.

4. *Translations*—Translations from English into the native language of the pupils, and *vice versa*.

5. *Colloquial Exercises*—Among the first topics to be selected for colloquial exercises should be the following : (a.) Easy exercises in addition, subtraction, multiplication and division ;

(b.) the human body; (c.) house and home; garden and field; (d.) family relations and friends; (e.) the city we live in; other subjects at the discretion of the teacher, who should keep a list of the exercises.

The teacher should give the usual directions as soon as possible in the English language.

SECOND GRADE.

1. *Reading*—Fourth English Reader.

2. *Penmanship*—Writing from dictation, including words and sentences.

3. *English Grammar*—Special attention to be given to the principal parts of the irregular verbs occurring in the Reader, to the passive voice, and to the principal adverbs and conjunctions.

4. *Translations*—Continued.

5. *Colloquial Exercises*—The following subjects should be treated of: (a.) The weather; (b.) mechanical arts; (c.) the grocery; (d.) social amusements; (e.) the United States and its Government; other subjects at the discretion of the teacher, who should keep a list of them.

The medium of instruction should be, as much as practicable, the English language.

FIRST GRADE.

1. *Reading*—Fifth English Reader, History of the United States, or Constitution of the United States.

2. *Penmanship*—Writing from dictation.

3. *English Grammar*—The chief peculiarities of syntax, attention to be called to points of difference between the English and the native language of the pupils. Lessons in composition, with instructions in letter writing.

4. *Translations*—Continued.

5. *Colloquial Exercises*—Review of the exercises of the two preceding grades ; other subjects to be selected by the teacher ; discussions on the contents of reading lessons ; debates.

Teachers should keep a list of the subjects selected by them for colloquial exercises and debates.

The English language should be exclusively the medium of instruction in this grade.

EVENING SCHOOLS FOR SENIORS.

1. *Reading*—Including Spelling, Definitions and Historical Readings.

2. *Arithmetic.*

3. *Penmanship.*

4. *Book-keeping.*

5. *Composition.*

Any pupil upon his admission may, at his option, select not more than two of the said branches of study which he desires to pursue during the term.

It shall be the duty of the Principal of each School for Seniors, by and with the advice and consent of the City Superintendent, to arrange an order of exercises for each evening during the term.

ANNUAL REPORT

OF THE

SUPERINTENDENT OF SCHOOL BUILDINGS.

OFFICE OF THE SUPERINTENDENT OF SCHOOL BUILDINGS, }
 NEW YORK, December 30, 1882. }

To the Honorable the Board of Education :

GENTLEMEN—The following is respectfully submitted for the Annual Report for 1882 :

SITES.

The site on West Sixty-first street, of which mention is made in the Report of 1881, as “no longer required for school purposes,” has been sold for \$61,800, said sum being set apart to be expended “for the purchase of sites and the erection of new buildings.”

The site of Grammar School No. 39, on East One Hundred and Twenty-fifth street, in the Twelfth Ward, has been enlarged by the purchase of a plot on the west side, $33\frac{1}{2}$ feet wide by 100 feet deep; the entire site is now $183\frac{1}{2}$ feet wide on front and rear, by 100 feet deep. Cost of additional plot, \$15,000.

Forty thousand dollars has been appropriated for a site on the northeast corner of First avenue and East Eighty-fifth

street, the dimensions being $127\frac{1}{2}$ feet on First avenue, and 94 feet on Eighty-fifth street.

Resolutions, containing certain conditions, have been adopted, authorizing the payment of \$35,000 for four lots of land, with a church building thereon, dimensions of the site being 100 feet front and rear, by $98\frac{1}{4}$ feet deep, the location being on the west side of and adjoining the premises of Grammar School No. 33, on West Twenty-eighth street, in the Twentieth Ward.

An application has been made by the Trustees of the Twelfth Ward, and favorably reported by the Committee on Sites and New Schools, for authority to purchase premises in the rear of Grammar School No. 37, on East Eighty-eighth street.

Application has also been made by the School Trustees of the Ninth Ward to purchase an additional lot on Bedford street, adjoining a lot previously purchased for school purposes, and specially to relieve the crowded condition of Grammar School No. 3.

The foregoing includes all that has been done during the year in regard to sites; other sites not improved for school purposes remain as noticed in the report of 1881.

NEW BUILDINGS.

There have been no new buildings commenced during the year.

The building known as No. 68 Pearl street, in the First Ward, purchased and fitted up for Primary School No. 15, has been in use since February last, the attendance in October last averaging 112 pupils. The entire "seating" in the building will accommodate about 250 pupils.

The entire building for Grammar School No. 72, on Lexing-

ton avenue, between One Hundred and Fifth and One Hundred and Sixth streets, in the Twelfth Ward, was finished in May last; at that time twenty additional class rooms were completed, and yet there is not room enough to accommodate all the pupils who desire to join this school.

The building of Grammar School No. 75, on Norfolk street, in the Tenth Ward, has been occupied since May last, and is in successful operation, the average attendance in October last being 1,330.

The building erected on the premises of Grammar School No. 49, on East Thirty-seventh and Thirty-eighth streets, in the Twenty-first Ward, was completed in May last, and affords excellent accommodations for six classes of primary pupils.

Changes have been made in some of the school buildings, none of which have added to the number of sittings to an extent worthy of mention.

The total additional accommodations furnished during the year may be summed up as follows:

For Grammar School No. 72,	20 rooms....	1,000 sittings.
“ “ “ No. 75,	29 “	1,500 “
“ “ “ No. 49,	6 “	360 “
“ Primary School No. 15,	5 “	250 “
<hr/>		
Total.....	60	3,110

REPAIRS, ETC.

During the year the usual routine of applications from Boards of Trustees, for authority to advertise for proposals for new work, repairs, painting, etc., when the cost would exceed the sum of \$200, and for appropriations from the Buildings Contingent Fund, in sums less than \$200, repairs, etc., to buildings, heating apparatus and furniture, has been continued as in former years, and with similar results.

There has been expended on account of contracts, including extra work, the following :

1	Contract, new wing, etc.....	\$5,846 00
3	“ sliding doors, etc.	5,893 28
13	“ repairs and painting.....	31,891 21
5	“ iron stairs.....	14,620 00
3	“ heating apparatus (new).....	12,977 00
6	“ furniture (new)	11,102 72
6	“ repairs of furniture.....	6,330 05
12	“ wood ceilings, etc.	9,812 29
<hr/>		
51	Contracts, total.....	\$105,799 35

CONTINGENT FUND.

The allowance for the Buildings Contingent Fund for the year was \$38,000, of which sum the Committee on Buildings had authority to appropriate \$22,800, sixty per cent. (60 %) of the total amount, in sums less than \$200; the Committee considered and approved 235 separate applications, being an average of very nearly \$100 each.

The Committee on Warming and Ventilation appropriated \$9,500, being twenty five per cent. (25 %) of the total amount, in a similar manner; having received and approved 93 applications, averaging a little over \$100 each.

The Committee on School Furniture appropriated \$5,700, being fifteen per cent. (15 %) of the total sum, having approved 97 applications; averaging nearly \$60 each.

The total cost of work and materials, furnished during the year just closing, for improving the buildings and appurtenances, and for necessary repairs, not including the new

wing nor iron stairways, which may be considered as permanent structures, is about as follows :

Contracts.....	\$85,333 35
Buildings Contingent Fund.....	38,000 00
Incidental Fund of Wards (about).....	35,000 00
Special appropriation for desks.....	2,500 00
“ “ repairing heating apparatus.	11,464 00
Total.....	<u>\$172,297 35</u>

The above, on a total average attendance of 120,000, is equal to a little over one and two-fifths dollars (\$1 $\frac{2}{5}$) per pupil.

SEATING CAPACITY.

The subject of the “seating capacity,” or, as it is sometimes called, “accommodations,” of the school buildings, has received considerable attention since the commencement of the year 1874, when the President of the Board in his inaugural address alluded to the over-crowding of some of the schools, and recommended that “the capacity of every school house be fixed according to the number of sittings and cubic feet of space; and when the number of scholars allowed to any building is reached, further admissions be prohibited;” this recommendation was referred to the Committee on Buildings, and in May of the same year, the Committee reported, and presented a schedule “of the exact size of each class room, and the number of sittings which should be at present permitted to each.” See Journal, 1874, pp. 487 to 575 inclusive.

By this schedule it appears that a wide range was “permitted” in the seating of rooms, the allowance being from 2 $\frac{1}{2}$ to 7 square feet of floor surface for primary pupils, and from 4 $\frac{1}{2}$ to 12 $\frac{1}{2}$ square feet of floor surface for grammar pupils.

On pages 226 to 230 of the Journal of 1876 may be found a report made by the Committee on By-Laws, etc., to whom had been referred the following resolution :

“Resolved, That the report of the Committee on Buildings in regard to the capacity of the various school buildings and class rooms, presented in May last, be referred to the Committee on By-Laws, etc., with the request that said Committee report to this Board what additional regulations are needed in order to protect the health of the pupils of the schools from the evils of over-crowding.” (Journal of 1875, p. 223.)

The Committee, “after a careful consideration of the subject,” became satisfied that many of the class-rooms were “much too crowded,” and set forth many reasons for this undesirable condition of things ; but felt compelled to conclude that “a complete reform can only be gradual ; and it is to be hoped that the community, understanding the difficulties surrounding any action of the Board in this respect, will patiently await the full realization of the plans and policy of which the regulations herewith submitted constitute the initiatory step.”

A part of the “initiatory step” was the framing of a by-law—see subdivision 14 of section 33, pages 152, 153, Manual of 1882, prescribing the minimum allowance of floor surface and air space per pupil ; and in accordance with these regulations the seating capacities of rooms have been computed, and yet the question of “seating capacity” seems to be beset with difficulties, and is construed and put in practice to suit the various requirements of the several schools or localities ; by some the “floor surface” is taken as the correct rule ; by others, the “air space ;” by others, both ; by some both are ignored ; and what are considered as good and proper reasons are given for the various constructions put upon the by-law. It will also be found that what was “per-

mitted" in 1874, and declared "inadequate" in 1876, is still continued.

For example, there are a number of rooms, occupied by 50 or more pupils, in which the "floor space," in accordance with the by-laws, would only allow about 40, and the "air space" not over 30; there are others in which as many as 90 pupils are seated, while the rules do not permit over 75.

Again, the term "seating capacity" seems to be wrongly applied; the fact of there being sufficient space by the rules for "seating," in one room, say 100 pupils of the lower primary grades, it does not in practice prove that the "accommodations" are sufficient to properly teach that number, because other rules forbid more than 75 in any one class, and any person looking over the tables in the Annual Reports of the "accommodations," the "average register number," and the "average attendance," who then considers said tables in connection with the oft-repeated statement of the crowded condition of our schools, will be somewhat troubled to reconcile the idea of total average attendance 115,788; total average register number 123,420, and total accommodation 152,030; the "accommodations" being more than 28,000 in excess of the total "register number," and over 36,000 in excess of the total average attendance. From these numbers, who could possibly imagine that "more school houses are needed?"

See Annual Report, 1881, page 114.

In the Annual Report of 1878, pages 303 to 306, inclusive, the undersigned attempted to show the working of the rules concerning "seating capacity," and will now further add, that it would be well if those words were left out in considering the "crowded condition," or otherwise, of the school houses, and if there were used instead, the words, "class accommodations," for the reason that the by-laws allow a teacher for each and

every certain number of pupils; each such number of pupils is called a class; each class should have a room in which to be taught; the number of classes and the number of rooms should determine whether a school is full; not whether the rooms are "overcrowded" of course, but, that the rooms are occupied in accordance with the by-laws, and therefore the school is entitled to be considered as full.

With this view of the subject a much better table can be made and a more satisfactory result shown.

A careful estimate was made in November last, in accordance with the rules, and in addition, the number of classes and class-rooms were obtained; an exhibit of the result is added:

Wards.	No. of Classes.	No. of Rooms.
First.....	26	26
Second.....	4	5
Third.....	5	4
Fourth.....	40	44
Fifth.....	40	42
Sixth.....	55	58
Seventh.....	92	97
Eighth.....	61	62
Ninth.....	132	122
Tenth.....	167	170
Eleventh.....	175	170
Twelfth.....	289	277
Thirteenth.....	114	113
Fourteenth.....	45	48
Fifteenth.....	83	77
Sixteenth.....	102	100
Seventeenth.....	190	152
Eighteenth.....	83	93

Wards.	No. of Classes.	No. of Class- Rooms.
Nineteenth	284	265
Twentieth.....	146	127
Twenty-first.....	125	117
Twenty-second.....	261	226
Twenty-third.....	84	83
Twenty-fourth.....	60	57
Total.....	2,663	2,535

By this table it appears there were 128 more classes than class-rooms, at the same time the "seating capacity" of the class-rooms by the by-laws was 144,651, and the average attendance (Oct., 1882) of all the classes 126,674; so that the result seems to show that the "seating capacity" of the class-rooms was more than sufficient for the entire attendance, and yet 128 classes were taught outside of said rooms; the number of classes taught in assembly rooms was not ascertained, but it is supposed that the 128 classes named will very nearly represent the number. Some differences will probably be found, as in some instances two classes or more are taught in the same class, or gallery-room.

By comparing the number of classes with the number of class-rooms in each Ward, and in each school house separately, the details of which have been obtained, and may be found on Schedule No. 12, pages 107-113 of this Report, it will be seen that the school houses in almost every section of the city are from fairly to fully occupied, and in some districts "crowded," while taking the so-called "seating capacity" as the rule, there is an abundance of room in every Ward in the city except the Seventeenth.

VENTILATION.

There has been no new device for improving the ventilation of the school buildings introduced during the year.

Regarding certain methods named in the Annual Report of 1881, as requiring "at least one cold and one warm season," to fairly test them, it may now be said that the provision made for better ventilation is, to a certain extent, beneficial; that is, the flues are of service in conducting air from the rooms with which they are connected, and with the aid of windows are of considerable use; but as furnishing sufficient ventilation of themselves, it cannot be said that they are entirely successful.

In visiting a school building thus furnished, and warmed by steam—direct radiation—thermometer outside registering 32 degrees, it was seen that every class-room in the building had one or more window sashes lowered—from the top—from 6 to 24 inches, showing that the open windows are considered necessary, although the rooms are supplied with from 4 to 6 outlets, each, say 10 by 14 inches, connecting with flues terminating above the roof of the building.

The prediction found on page 321 of Annual Report of 1878 has not yet been fulfilled. It reads as follows: "There will be invented and put in working order such apparatus as will be capable of furnishing 'a constant supply of pure air,' entirely independent of the force, direction or movement of the wind, and that can be made equally useful 'in summer's heat or winter's cold,' and that such apparatus will be put in co-operation with some slight modification of the present escape flues, and that the 'consummation devoutly to be wished' will be reached."

All which is respectfully submitted.

DAVID I. STAGG,
Superintendent of School Buildings.

REPORT

OF THE

ENGINEER OF THE BOARD OF EDUCATION.

NEW YORK, Dec. 30, 1882.

To the Honorable the Board of Education :

GENTLEMEN—The undersigned herewith presents the Annual Report of the operations of the Engineer's Department for the year just closed.

The steam heating apparatus in Grammar School building No. 1, in the Fourth Ward, having been in use about eighteen years, became worthless, and a new one was substituted at a cost of \$4,646.

Grammar School building No. 49 was formerly heated by means of steam and hot air furnaces. During the year just closed the furnaces were removed, and the steam apparatus enlarged so as to properly heat the entire building, including the new addition recently erected, the cost being \$4,840.

The steam heating apparatus in Grammar School building Nos. 65 and 72 was enlarged so as to properly heat the additions recently erected, at a cost of \$200 and \$3,491 respectively.

The work of placing a steam heating apparatus in the new building of Grammar School No. 75, in the Tenth Ward, was completed at a cost of \$5,900.

* The following statement is submitted :

The number of steam boilers in use is	139
“ “ hot water “ “ is	4
“ “ hot air furnaces in use is	75
“ “ stoves in use is	483

The cost of making the necessary repairs, and the keeping in proper order of these several heating apparatus, the expense of which was met by appropriations from “Incidental Expenses of Ward Schools,” “The Buildings Contingent Fund,” and by special appropriation, was about \$21,900.

The Board has made provision for the removal of the hot air furnaces from Grammar School No. 20, in the Tenth Ward, and placing therein a steam heating apparatus, by appropriating \$6,500 of the funds of this year, to be expended in 1883. This work is very necessary, as the apparatus in use is worn out, and should be renewed before another winter.

The Contractors for placing a steam apparatus in the new building for Primary School No. 15, in the First Ward, having failed to complete their contract in time to permit of the opening of the school, the Trustees engaged other parties to complete the work, and paid the bills for the same from the last payment due under the contract.

The Committee on Warming and Ventilation approved 164 applications made to them during the year for repairs to heating apparatus, and the work was done under my supervision.

All the school buildings were properly cleaned by the several janitors during the summer vacation, and I so certified to

the Clerk of the Board of Education, as required by section 61 of the by-laws.

With the approval of the Committee on Warming and Ventilation, the following named persons were licensed for the position of janitor, after furnishing the Committee with the necessary certificates of qualification, etc., as required by the by-laws :

Joseph Ackerson,	Grammar School No. 17.		
Owen Clarke,	Primary School, No. 15.		
John Croghan,	Grammar School, No. 40. (Resigned.)		
Patrick Cahill,	" " "	53.	
William J. Carson,	" " "	65.	
William H. Gottker,	Primary " "	20.	
Sylvester Gougherty,	Grammar " "	1.	
George Illmensee,	" " "	20.	
Leonard McClaurey	" " "	37.	
James McKiever,	" " "	70.	
Frederick Meyer,	" " "	75.	
Richard V. Odell,	" " "	67.	
John Shields,	" " "	45.	
Samuel Sturgeon,	" " "	40.	
William Van Duzer,	" " "	75. (Revoked.)	
John Woodhead,	Primary " "	5.	
Matthias Warner,	" " "	46.	
Christine Wilson,	Colored " "	3.	

The license of Wm. Van Duzer, Janitor of Grammar School No. 75, was revoked by the Committee for carelessness in damaging the new apparatus placed in the building.

Respectfully submitted,

JOHN DUNHAM,

Engineer.

REPORT

OF THE

SUPERINTENDENT OF THE NAUTICAL SCHOOL.

NEW YORK, *December 30, 1882.*

To the Board of Education :

GENTLEMEN—I respectfully submit the annual report of the Nautical School Ship *St. Mary's*.

The school term began November 13, 1881, ending April 10, 1882, after the examination by City Superintendent Jasper. The usual course of studies prescribed by regulations were pursued during the term, and greater proficiency in studies was manifested by the boys than at any other year since my association with the school. A preliminary course in navigation was given, to better enable the boys to take up the study and practice of navigation at sea.

The Bureau of Navigation, Navy Department, furnished the school with a number of sextants, octants and quadrants, valued at \$875. These were greatly needed, and have been found most useful in taking more accurate observations.

The ship was prepared, during the winter, for sea. After a few weeks spent in Long Island Sound, we took our departure from New London, Connecticut, for Europe. At sea, the boys were thoroughly exercised and instructed in the duties of seamen, in which they manifested a very great interest.

We arrived at Lisbon, Portugal, after a 24 days' passage ;

remained there a short time, and left for the southward. Arrived at Madeira on the 9th of July, remaining three days, to give liberty on shore to the boys. Left on July 12th for the United States, arriving at New London, after a passage of 32 days. From that time, until our arrival in New York, October 15th, we cruised in the Sound, giving the boys ample opportunities of working the ship's boats, handling the lead, learning the rules of the road at sea, etc., etc.

The examination by the Committee of the Chamber of Commerce, with the appointed experts in seamanship and navigation, took place on October 19th. It was a most thorough one, particularly in navigation.

Forty-five boys were graduated; of this number 36 have gone to sea, and a number have obtained employment and are awaiting their vessel's readiness.

The monthly average attendance has been 98.

Masters of vessels have written letters bearing testimony to the usefulness, intelligence and trustworthiness of the *St. Mary's* boys serving with them. Many of them have risen to the position of officers of vessels.

The *St. Mary's* is in good condition in hull, spars and rigging. The only recommendation I have to make is, that she be docked before her next cruise to have slight repairs done her rudder.

I herewith append the report of the Council of the Nautical School of the Chamber of Commerce of New York, marked "A;" also a report of the expenses, marked "B."

Very respectfully,

Your obedient servant,

HENRY ERBEN,

Captain, U. S. N.,

Superintendent.

REPORT.

To the Chamber of Commerce :

The Council of the Nautical School of the Port of New York beg to report as follows :

That the Eighth Annual Examination of the School was held on Thursday, October 19, 1882, on board of the School Ship *St. Mary's*, then at anchor off Bedloe's Island.

The Council were assisted in the performance of their duties by Captains SAMUEL HARDING, LAUHLIN MCKAY and JAMES PARKER, as a Committee of Experts, and their report is herewith appended.

The scholars were first examined in the science of navigation, and afterwards exercised in the handling of sails, evolutions, &c., and other duties pertaining to a seaman's life ; in all of which they showed great proficiency, and reflected credit upon the instructors and officers of the School for their faithful and conscientious discharge of duty.

At the opening of the School in October of last year, there were in attendance twenty-three scholars ; there were admitted during the year 1881-82, eighty-six, making the total attendance one hundred and nine. Of these forty-five graduated at this examination, and their names are as follows :

Thomas W. Hoag,
Edward V. Wood,
William J. Salomon,
Arthur Wall,
Charles A. Dalley,
John G. Williams,

Frank H. Otis,
James J. Tuomey,
Robert Aldrich, Jr.,
Alfred Gasquoine,
Richard A. Heidel,
William V. Stevens,

Edward Powell,
 George B. James,
 James R. Driggs,
 Edward L. Gill, Jr.,
 Henry C. Sharpe,
 Joseph P. H. Fagnan,
 Everett K. Lewis,
 Sheldon L. Butler,
 William J. O'Toole,
 Daniel J. Hanley,
 George G. Grant,
 John C. Brackenbridge,
 Edwin J. Dyer,
 Howard Fay,
 Arthur G. Kerr,
 Alexander J. Craft,

William W. Warrender,
 Jacob Phipany,
 John F. Shorey,
 Elmer E. Millard,
 William C. Hurst,
 Benjamin P. Tillinghast,
 James K. Hatton, Jr.,
 Herman Flick,
 Walter W. Jardella,
 George B. Rathburn,
 David Carey,
 Joseph Leman,
 Edward B. Sanderson,
 Cyrenius Van Mater,
 Henry E. O'Brien,
 Charles Andersen,

James McGovern.

Of the graduating class, the following received the medals awarded by the Chamber of Commerce :

1st Prize, Silver Medal. First scholar of his class—JAMES K. HATTON.

2d Prize, Bronze Medal. Second scholar of his class—HOWARD FAY.

3d Prize, Bronze Medal. Third scholar of his class—WILLIAM V. STEVENS.

Other prizes were awarded as follows :

School Ship St. Mary's Prize : A copy of LUCE's Seamanship, to be given to best seaman of his class—EVERETT K. LEWIS.

Prizes given by GEO. W. BLUNT, Esq. :

1st Prize, a copy of BOWDITCH'S Navigator, to be given to the most popular scholar of his class—EDWIN J. DYER.

2d Prize, BOWDITCH'S Navigator, to be given to the scholar who kept the best journal of the cruise—FRANK H. OTIS.

Prizes given by Lieut. C. A. BRADBURY, U. S. N., Instructor in Navigation :

BOWDITCH'S Navigator, to be given to best scholar in navigation—HERMAN FLICK.

Prizes given by the American Ship-Masters' Association :

1st Prize, a Sextant, to be given to the recipient of the Silver Medal—JAMES K. HATTON.

2d Prize, BOWDITCH'S Navigator, to be given to second scholar in navigation—HENRY C. SHARPE.

These young men are now ready for active duty in the merchant service, for several of whom your Council have secured places in ships bound on long voyages. The remainder, it is hoped, will soon be provided for.

The usual reception was held in the afternoon, and, notwithstanding the storm which prevailed at the time, was largely attended by the friends of the School. The occasion was specially honored by the presence of the State Superintendent of Public Instruction, the Hon. NEIL GILMOUR, and by the Rev. Dr. T. L. CUYLER, by the President of the Chamber, by the President and members of the Board of Education, and by other prominent gentlemen of our city.

Addresses appropriate to the occasion were made by the Rev.

Dr. CUYLER, the Hon. Mr. GILMOUR, Mr. PERKINS, of the Board of Education, and by your President.

The health of the scholars throughout the year has been excellent, as will be seen by the Surgeon's report, which is also appended. It is a source of great satisfaction to your Council to be able to report that, during the eight years the *St. Mary's* has been used as a schoolship, no diseases of a contagious or dangerous character have existed on board, either in port or while at sea.

The New York Nautical School is the only one, so far, that has been organized under the Act of Congress authorizing the use of Government vessels, and the detailing of naval officers for purposes of this kind. Since the opening of the School, in December, 1874, there has been graduated 347 scholars; and to ascertain what progress these young men have made, and whether, after graduating, they really proved, in practice, an improvement on the present standard of American seamen, your Council addressed a circular letter to a number of captains in whose vessels the young men were shipped, and from the letters received in reply we quote from several, as follows:

Captain C. L. BLANCHARD, of the bark *Lorena*, under date of June 16, 1882, says:

"In reply to your inquiry about the two young men named, ROBERT BURNS and CHRISTIAN W. NORTON, as to their abilities, behavior, &c., on board my vessel, the bark *Lorena*, during the time of her trip to Montevideo and back, I take pleasure in stating that I found them well versed in their duties, obedient and trustworthy, possessed of good habits, and anxious to advance themselves."

Captain C. O. CARTER, of the ship *E. B. Sutton*, writing from San Francisco, under date of April 1, 1882, says :

“ The young men you mention, WILLIAM L. GREAVES and JOHN B. HOGAN, have, up to the present time, given good satisfaction, and have done in all respects as well, or even better, than I expected. They are on board the ship, and I hope they will stay and complete the voyage. * * * *
When we return to New York, I should be willing to take more of the graduates of the *St. Mary's*, if there are any to be had like them.”

Captain N. J. PETTINGILL writes from San Diego, West Coast of South America, April 3, 1882, in regard to LOUIS H. DINGEE and HOWRAD L. WINDOM, graduates, who shipped in the bark *E. L. Pettingill*, as follows :

“ I have found them well up in the advancement of seamanship in all its branches, and two very good helmsmen. * *
* * I cannot find any fault, and I consider them the best ordinary seamen I ever had.”

Captain J. F. MURPHY, of the ship *Yorktown*, at San Francisco, under date of August 5, 1882, says :

“ The young man, JAMES I. POWERS, is, I consider, a good ordinary seaman, and for the short period he was in the *St. Mary's*, knows far more than he would in the same time in the merchant service ; so I must think of your system as very good, and should be upheld by American ship owners.”

Captain J. W. COVERT, of the brig *Waubum*, at Cape Town,

Africa, in a letter dated March 3, 1882, speaking of two of the graduates he has on board his vessel, says :

“ I found them smart, active, good boys, superior to the ordinary seamen we ship, and will say for the boys : ‘ Give me the boys every time in preference to the ordinary seamen we get.’ I can think of nothing to improve them further, as I think they are about as far advanced as is possible for boys to be advanced in seamanship.”

Captain OSWALD MILLER, of the ship *Samar*, writes, under date of May 2 :

“ I regret that there are no graduates of the School Ship *St. Mary's* to be had. I would like to have taken two with me this voyage. Last voyage I was also unsuccessful. I have had them on previous voyages, and found them smart, useful young fellows, well up in their work. For example, during one voyage on the coast of Java and Sumatra, when the ship was loaded with a valuable cargo of coffee, they were the only ones, of the ship's company of twenty, that knew how to heave the lead, and I trusted entirely to their ability in doing so. Several friends of mine, shipmasters, have carried them, and are of the same opinion, that every ship should carry them, and help them become officers and masters.”

The testimony thus adduced shows that the School is doing its work, in furnishing the merchant service with a class of young men who will, at no distant date, fill the places of those who will be compelled, by reason of age and other causes, to abandon the sea.

It is to the credit and liberality of our city that the School has become a permanent institution, and the progress which it

has thus far made promises results that will be lasting, and which will contribute in no small degree towards restoring the American flag to its rightful place on the ocean.

Respectfully submitted,

(Signed) THOS. P. BALL,
E. SPICER, Jr.,
J. H. WINCHESTER, } *Council.*

NEW YORK, *December 5, 1882.*

REPORT OF COMMITTEE OF EXPERTS.

The undersigned, who were appointed a Committee of Experts by the Council of the Chamber of Commerce on the New York Nautical School, beg most respectfully to report, that on the nineteenth (19th) day of October, 1882, we were taken on board the School Ship *St. Mary's*, lying at anchor off Bedloe's Island, in the harbor of New York, for the purpose of making an examination of said ship, and more particularly of the 109 young men composing the members of the Nautical School.

At 11 A. M., the whole School being drawn up in line on each side of the deck, we inspected them personally, and found them to be a most remarkably good class of young men, with intelligence and energy well marked in their faces, and also to be well clad, and very neat and cleanly in personal appearance.

After this we repaired to the between-decks, which was a picture of neatness and order, and there found well-arranged specimens of the handiwork of the members of the School, such as splicing, knotting and fitting of rigging in all its various forms, both in hemp, manilla and wire rope. These had been done in a manner which would do credit to old and experienced seamen and riggers.

In the sail-making department we found many specimens (such as the making of an entire top-gallant sail for the *St. Mary's*), which, for seam-stitching, roping, working in of clews and cringles, would compare favorably with the same sail made in any sail-loft; also in repairing of sails we found many specimens of patching, herring-bone stitch, etc., as well as working in eyelet-holes and reef-points, which would have compared favorably with the average of seamen's work in the merchant marine.

The graduating class were then examined in navigation, and solved some difficult problems on the blackboards with great readiness, and answered all the questions of working out a day's work at sea by dead reckoning; also, morning and evening time sights, and finding the exact longitude of the ship at sea; by meridian altitudes of sun, moon, planets and stars, to obtain the latitude. The questions put to these young men were generally answered with promptness, showing they had not only been well instructed, but well practiced in learning to be good navigators.

The young men of the School were then summoned to their noon meal (dinner), and we found they had a good and plentiful dinner of savory soup, and cooked meats and vegetables, with good and wholesome bread.

We also inspected samples of sugar, beans, peas, rice, oatmeal, etc., and found all to be of the best quality of such articles.

At one P. M. the young men were all mustered on deck, and at a given signal they were at once running up the rigging and out on all the yards, and all the sails were loosed at once, and in about fifteen minutes were set from the courses to royals; after waiting fifteen minutes, the order was again given, and all the sails were at once clewed up and furled in remarkably quick time, the royal and top-gallant yards sent down, and the

top-gallant masts housed, and the ship made snug for passing under the Brooklyn and New York Bridge.

All this practical work of the young men in making and taking in sail, etc., was done well, and in a quiet and orderly manner, showing not only good training, but much intelligence and ability. Considering that it was raining during the whole time of this practical work, it was all done in remarkable short time.

We take great pleasure in giving our testimony to the usefulness of the Nautical School, as managed by your Council under the excellent officers of the *St. Mary's*, who are so able and competent in all the requirements for such a School of young men.

(Signed)

SAMUEL HARDING,

L. MCKAY,

JAMES PARKER.

NEW YORK, *October 24, 1882.*

REPORT OF SURGEON.

NEW YORK NAUTICAL SCHOOL SHIP *ST. MARY'S*, {
NEW YORK, *October 24, 1882.* }

SIR—I have the honor to make the following report of the sanitary condition of the *St. Mary's* since the 27th of March last, when I reported on board, as the relief of Surgeon J. W. Ross, U. S. N. :—

During the month of April and the beginning of May cases of bronchial catarrh and tonsillitis, due to the backwardness of the season and the sudden and severe changes of temperature, were quite frequent. These rapidly disappeared when

once we had started on our summer cruise and were fairly out at sea. Since then, the health of the boys on board has been good, the only cases on the sick list having been of slight gravity and short duration. The boys, almost uniformly, have gained in weight and muscular power, as was to be expected from their regular habits, wholesome diet and life in the open air. The average daily sick has been one and one-half per cent.

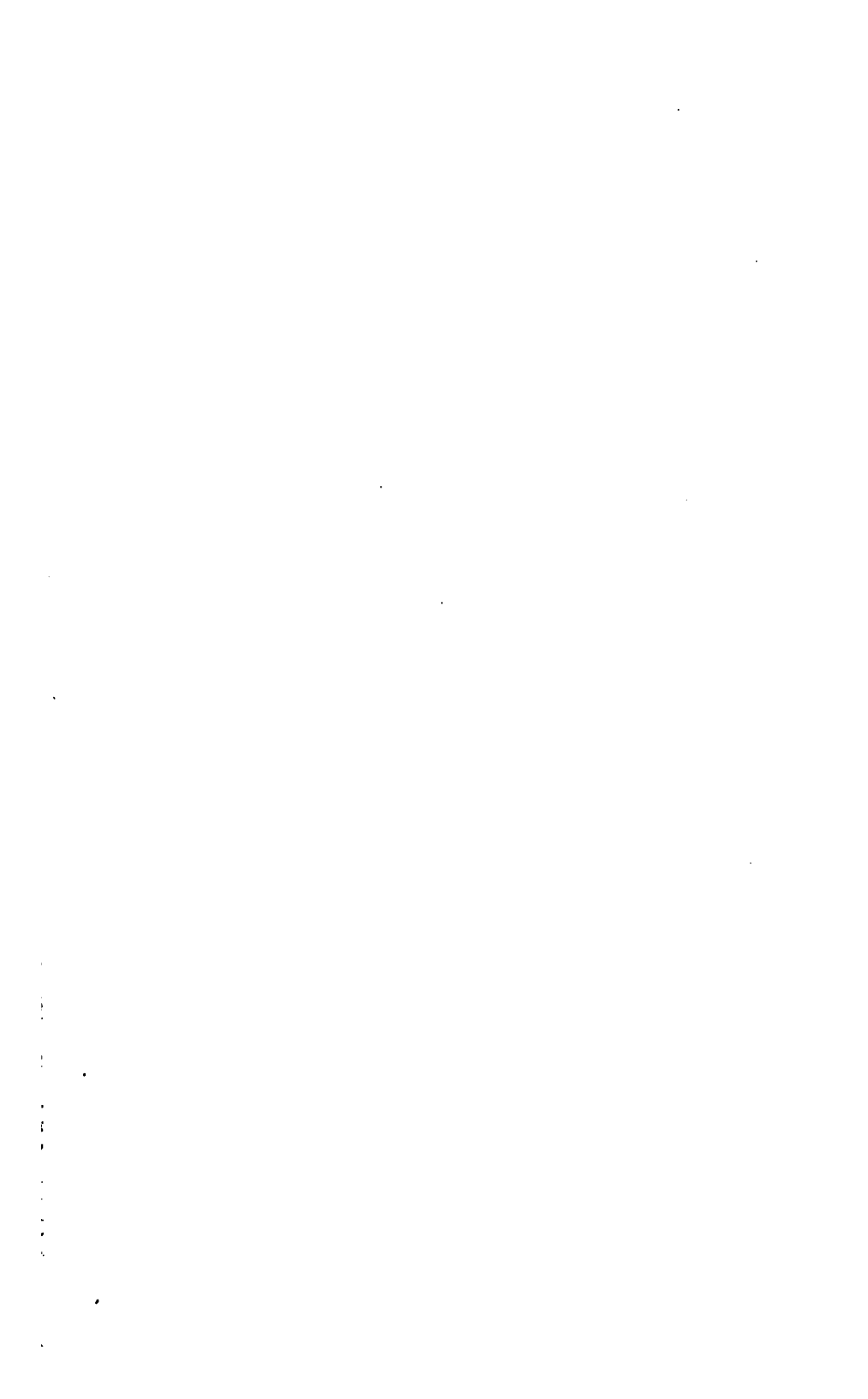
I am, very respectfully,

(Signed) JAS. R. WAGGENER,

P. A. Surgeon, U. S. N.

Captain HENRY ERBEN, *U. S. N.*,

Commanding School Ship St. Mary's.



REPORT

OF THE

PRINCIPAL OF THE EVENING HIGH SCHOOL.

EVENING HIGH SCHOOL, }
NEW YORK, *April 3d*, 1882. }

To the Honorable the Board of Education:

GENTLEMEN—I have the honor to submit the following report of the work done in and the operations of the Evening High School for the term of 1881-82.

The examination, registration and classification of applicants for admission was begun on Monday evening, September 19, 1881, and was continued during the two weeks preceding the beginning of the term proper. About three thousand applicants were examined, of which sixteen hundred and fifty-five were found qualified for membership. This work was done by the Principal and six assistant teachers. The term commenced on Monday evening, October 3, 1881, and ended April 3, 1882. The largest attendance was on Thursday evening, October 6th, being 1,628. The average attendance for the term was 951, being 5 more than that of the preceding term. The average age of the students was over 20 years, the oldest being 56, and the youngest 14. There were 69 students who did not lose a single lesson by absence.

The time of each evening, from 7 to 9 o'clock, is divided

into two equal parts; each instructor teaches two classes, one from 7 to 8 o'clock, and another from 8 to 9 o'clock, thus enabling students to pursue two subjects of study without having them conflict with each other. The students are permitted to choose their instructors, and to select the study or studies they desire; they are required to be present only when their classes are in session, it being optional with them whether they pursue one study or two; a very large majority attend both hours. After a student has made a selection of study or studies he cannot change the same without the permission of the Principal. Each member is furnished with a card of admission, a programme of study, and a printed copy of the rules and regulations of the school.

Students who have made satisfactory improvement in their studies, and who have not been absent more than fifteen evenings, are entitled to *certificates*, and those who have received *three* annual certificates are entitled to *diplomas*; three hundred and ninety-eight certificates and forty-nine diplomas were awarded at the close of the term.

Table showing the studies, the average attendance, the number of instructors, and the average age of the students in each study:

STUDIES.	Average Attendance.	No. of Instructors.	Average Age of Students.
Latin, History and Political Science.....	38	1	22
Reading and Declamation, 3 ev's week..	39	1	23
English Grammar and Composition.....	92	1	21
German.....	111	2	21
French.....	75	2	19
Spanish.....	51	1	19
Architectural and Mechanical Drawing..	57	1	21
Free-hand Drawing.....	100	1	18
Penmanship.....	98	1	18
Phonography.....	85	1	21
Mathematics.....	30	1	20
Arithmetic.....	293	4	18
Bookkeeping.....	372	5	19
Chemistry, 1 hour per evening.....	11	1	21
Anatomy and Physiology.....	21	1	24

LATIN, POLITICAL SCIENCE AND HISTORY.

The Latin class met one hour each evening in the week. Its work embraced the nouns and the adjectives of the various declensions, the pronouns, the prepositions, the adverbs, the conjugations of the verbs, the comparisons of adjectives, and the rules relating to the same. Translations from Latin into English, and from English into Latin, were given by the students each evening.

In Political Science and History, lectures, readings and expositions were given on the following subjects: Law and Government; The Malthusian Theory of Population; Labor; Wages; Rent; Capital; Monopolies; Strife between Capital and Labor; Strikes and Trade Unions; Free Trade and Protection. Conversations and Debates on historical, economical and social subjects, were also given. The class met one hour each evening.

ENGLISH GRAMMAR AND COMPOSITION.

The principles of English grammar were thoroughly taught and practically applied to construction and analysis of sentences. The correction of errors received special attention, and a comprehensive knowledge of the subject was imparted. Compositions were written by the students, read before the class, and criticised by its members and by the instructor.

DRAWING.

The work in the Architectural and Mechanical Drawing classes comprised practical geometry, projections, developments, the orders of architecture, the principles of linear perspective, and copying and tinting architectural and mechanical designs.

The Free-hand Drawing class was divided into four sections, which were instructed as follows:

FIRST SECTION.—In geometric forms, and simple ornament in outline.

SECOND SECTION.—In historic ornament, human head and figure in outline, with examples of shading.

THIRD SECTION.—In historic ornament, human head and figure, crayon drawing in light and shade.

FOURTH SECTION.—In geometric solids and antique cast, crayon drawing in light and shade.

Six students were qualified to enter the school of the National Academy of Design.

READING AND DECLAMATION.

In the Reading Class, the students have twice gone through Monroe's Sixth Reader, and made good progress in the Etymological Reader, with marked improvement in pronunciation and modulation.

In the Declamation Class, the usual practice was followed of hearing, each evening, declamations from students appointed the previous week, with critical remarks and individual drill by the instructor. Most of the students have shown great earnestness, and gratifying progress has been made.

CHEMISTRY.

The students have been taught in detail the characteristics of all the common elements. They have learned to analyze inorganic salts, and have been required to construct formulæ, showing the composition of the salts analyzed, and expressed in conformity to the rules of chemical nomenclature. The subject of the carbon compounds was commenced.

PENMANSHIP, ARITHMETIC AND BOOKKEEPING.

In penmanship the classes were thoroughly drilled in the Payson and Dunton systems, and particular attention was given to rapid writing.

The classes in arithmetic completed the subject. The book-keeping classes finished single and double entry.

MATHEMATICS.

The work done is as follows :

Algebra.—Through quadratics, with problems involving affected quadratics.

Geometry.—Dr. Hunter's Plane Geometry, completed and reviewed.

Trigonometry.—Through Davies' Plane Trigonometry.

PHONOGRAPHY.

The students in this subject were divided into two classes : First or Primary, and Second or Advanced. The work done is as follows :

First Class.—Principles of Phonography, including all the contractions and expedients necessary in short-hand writing, the word-signs and sign-words of the "corresponding style" from Graham's Handbook; also Graham's Standard Phonographic Reader completed, and transactions from longhand to shorthand.

Second Class.—Review of word-signs of "corresponding style" and phrase-writing taught thoroughly from Graham's Standard Phonographic Dictionary, word-signs and sign-words of "reporting style," all taught from Handbook, ending with dictation and writing in shorthand. Graham's Standard Second Reader was translated from the beginning to the end.

ANATOMY AND PHYSIOLOGY.

The first half of the term was devoted to the general anatomy of the human body, and lectures were delivered upon the bones ; ligaments ; muscles ; the nervous system ; the digest-

ive, respiratory, circulatory and excretory apparatuses, and the organs of the special senses. During the second half of the term, the functions of the different organs forming the above named parts of the body were taught.

The lectures were illustrated and explained by means of models, charts, specimens, dissections and the use of the microscope. In addition, some instruction was given in the management of ordinary injuries, pending the arrival of a physician.

GERMAN.

The First Class completed forty-two lessons in Comfort's First Book, and was carefully taught the German pronunciation and the German script, the declensions of the article, the noun, the adjective and the pronoun ; the conjugation of verbs, both of the weak and of the strong conjugation, and including the auxiliary verbs of mood ; the use of prepositions, and the arrangement of words in sentences. The German exercises were translated into English, and the English exercises into German, and most of the latter were translated in writing as well as orally. The first twenty-five pages of Ahn's First German Reader were read by the class, in order to give additional practice in pronunciation.

The Second Class completed Comfort's First Book, and was drilled in a number of exercises in Schulte's German Course. The work of the First Class was carefully reviewed. The German exercises were translated into English, and the English into German ; most of the latter were also rendered in writing. Twenty-one pages, from page 23 to page 44, of Ahn's First German Reader were read and translated into English by the students.

The Third Class completed Schulte's German Course.

FRENCH.

The First Class completed and reviewed Duffet's French Grammar, Part I. Both auxiliaries and the four regular conjugations in the different forms were committed to memory, and the irregular verbs met with in the Grammar were conjugated. Besides the colloquial exercises in Duffet's, French conversations on various subjects have been conducted. A number of stories from Fivaz's Elementary French Reader were read and translated, which work was supplemented by explanations and applications of the rules of grammar.

The Second Class reviewed the work of the First Class, and completed Duffet's, Part II. The grammar was thoroughly reviewed, and a number of original compositions were written. All conversation was conducted in French.

SPANISH.

FIRST SECTION.—Through twenty-two lessons of De Torno's Method; conjugation of the regular verbs; composition and translation.

SECOND SECTION.—Through thirty-three lessons of De Torno's Method; conjugation of the regular and the irregular verbs; composition and translation.

THIRD SECTION.—Through fifty-eight lessons of De Torno's Method; conversation; reading and translation of Iriarte's Fables.

PRIZES AND PRIZEMEN.

Tiffany & Co. Prize (gold medal) for greatest improvement for drawing from *antique cast*, was awarded to

JOHN FABER.

Honorable mention is made of

ALBERT STOHRER,
P. HOUGH,
WM. HORN.

Mitchell, Vance & Co. Prizes (bronzes), for greatest improvement in drawing, *historic ornament*, was awarded to

WILLIAM J. KEINER.

Honorable mention is made of

G. ARTINO.

Faber First Prize (drawing instruments), for greatest improvement in drawing the *human head*, was awarded to

CHARLES H. LOMAX.

Faber Second Prize (drawing instruments), for improvement in drawing *human head*, was awarded to

JACOB EIDT.

Honorable mention is made of

C. E. HILL,
A. B. MURPHY,
J. E. LECKIE.

Instructor's First Prize (gold medal), for best architectural drawing, was awarded to

OTTO W. ANDERSON.

Instructor's Second Prize (silver medal), for architectural drawing, was awarded to

E. R. POERSCHKE.

Honorable mention is made of

M. J. HACKETT,
E. W. DORSHEIMER,
JOHN T. ROCHE.

First Mechanical Drawing Prize (box of colors), given by Knoedler & Co., was awarded to

E. A. RABENER.

Second Prize (box of instruments), given by H. Schiffer, Esq., was awarded to

JOHN M. TIENKEN.

Honorable mention is made of

J. BANBURY,

C. H. LEWIS,

G. F. HOYER.

Instructor's First Prize (Darling's Essentials of Anatomy, Foster's Physiology, Dunglison's Dictionary), *for best examination in Anatomy and Physiology*, was awarded to

T. D. FULLER.

Instructor's Second Prize (The Human Body, by Newell-Martin), *for proficiency in Anatomy and Physiology*, was awarded to

GEO. E. MCKENNA.

The students have been orderly, attentive and regular in attendance, and the instructors have performed their responsible duties to my entire satisfaction.

I most cordially tender my sincere thanks to the Committee on Evening Schools for their kind and hearty co-operation in all matters tending to the welfare and success of the institution.

Respectfully submitted,

JARED S. BABCOCK,

Principal.

ANNUAL REPORT
OF THE
TRUSTEES
OF THE
COLLEGE OF THE CITY OF NEW YORK
FOR THE
YEAR ENDING JUNE 29, 1882,



REPORT.

To the Regents of the University of the State of New York :

The Trustees of the College of the City of New York, established at New York City, in compliance with the provisions of law, make the following report for the year ending June 29, 1882, in respect to the several subject-matters hereinafter mentioned.

I.—CALENDAR.

The following is a calendar of the principal events during said year :

Examinations for admission, June 5th, 6th and 7th.

Beginning of the first term, September 14th, 1881.

Beginning of the second term, January 30th, 1882.

Number of weeks of instruction, thirty-wo, and four ($\frac{1}{2}$) of examination.

Number of weeks of vacation, one in December ; one in May ; ten in July, August and September.

Date of commencement, June 29th, 1882.

Date of the ending of the collegiate year, June 29th, 1882.

II.—BOARD OF TRUSTEES.

At the close of said year the Board of Trustees was constituted as follows :

Stephen A. Walker, *Chairman*.

Lawrence D. Kiernan, *Secretary*.

Bernard Amend.....	70 East 4th street.
Rufus G. Beardslee.....	47 West 55th street.
William Belden.....	841 Fifth avenue.
Isaac Bell.....	26 West 22d street.
F. R. Coudert.....	444 Madison avenue.
G. H. Crawford.....	337 West 23d street.
F. W. Devoe.....	Fordham.
William Dowd.....	30 West 52d street.
Jos. W. Drexel.....	103 Madison avenue.
James Flynn.....	27 Broadway.
Eugene Kelly.....	43 West 51st street.
Edward Patterson.....	19 East 45th street.
Jacob H. Schiff.....	35 West 57th street.
J. Edward Simmons.....	28 West 52d street.
Hubbard G. Stone.....	Boulevard, n. West 60th street.
Ferdinand Traud.....	169 East 81st street.
Stephen A. Walker.....	8 East 30th street.
Alexander S. Webb.....	15 Lexington avenue.
Henry P. West.....	155 Grand street.
David Wetmore.....	119 Lexington avenue.
W. J. Welch.....	211 Henry street.
William Wood.....	4 West 18th street.

III.—FACULTY.

The officers and members of the Faculty and other instructors, together with the department of instruction and compensation of each, were during said year as follows :

President, Alexander S. Webb, LL.D.....Salary, \$7,500

Registrar, Robert W. Cana.

Secretary, Adolph Werner.

Name (with Academic Degree).	Department of Instruction.	Salary.
Jean Roemer, LL.D.....	French.....	\$4,500 00
A. J. Morales, LL.D.....	Spanish.....	3,000 00
C. E. Anthon, LL.D.....	History and Belles Lettres...	4,500 00
R. O. Doremus, M.D., LL.D....	Chemistry and Physics.....	4,500 00
Adolph Werner, Ph.D.....	German.....	4,500 00
J. C. Draper, M.D., LL.D.....	Nat. History, Physiology, etc.	4,500 00
A. G. Compton, A.M.....	Applied Mathematics.....	4,500 00
C. G. Herbermann, Ph.D.....	Latin.....	4,500 00
D. B. Scott, A.M., Ph.D.....	English.....	4,500 00
Solomon Woolf, A.M.....	Des. Geometry and Drawing.	4,500 00
G. B. Newcomb, Ph.D.....	Moral and Int. Philosophy...	4,500 00
F. G. Tisdall, A.M., Ph.D.....	Greek.....	4,500 00
Jas. W. Mason, A.M.....	Pure Mathematics.....	4,500 00
Russell Sturgis.....	Architecture and Arts of Design, on leave of absence.	

Tutors.

B. A. Sheldon, Ph.D.....	Mathematics.....	\$2,375 00
Casimir Fabregou, A.M.....	French.....	2,375 00
Wm. Stratford, A.M., M.D., Ph.D.	Natural History, etc.....	2,375 00
Ernest Fiston, A.M.....	French.....	2,375 00
Wm. McGuckin, A.B., LL.B....	Mathematics.....	2,375 00
Jno. R. Sim, A.B.....	Mathematics.....	2,375 00
Jno. H. Weddell, A.M.....	English.....	2,375 00
V. M. Davis, A.M., LL.B.....	Greek and Philosophy.....	1,500 00
Maurice Rapp, A.B., LL.B....	German and Mathematics....	1,500 00
Leigh H. Hunt, B.S., M.D.....	Des. Geometry and Drawing.	1,500 00

Tutors.	Department of Instruction.	Salary.
L. S. Burchard, A.B., LL.B....	English.....	1,500 00
J. C. Morgenthau, A.B.....	Latin.....	1,200 00
W. W. Smith, B.S., LL.B.....	English.....	1,200 00
H. P. Johnston, A.B., LL.B....	History.....	2,000 00
G. C. Hollerith, B.S.....	Mathematics.....	1,200 00
C. Rae Smith.....	Drawing.....	1,500 00
Jos. F. Mulqueen.....	Latin and Mathematics.....	800 00
		Per month.
Eugene Blondel, M.D.....	Chemistry (temporary employ)	\$150 00
J. Baumeister, B.S.....	Mathematics, “ “	66 66

Persons other than Instructors employed in the College during the year :

Name (with Academic Degree).	Department of Instruction.	Salary.
Robert W. Cana.....	Dep. Librarian and Registrar.	\$1,750 00
Henry Mayell.....	Secretary to the President...	1,300 00
Ivin Sickels.....	Curator.....	1,000 00
Jno. Bell.....	Janitor.....	1,200 00
Jas. Reed.....	Engineer.....	1,000 00
M. Bonney.....	Assistant Janitor.....	750 00
J. O'Brien.....	Boy in Laboratory.....	240 00
Helper in Library.....		624 00

IV.—STUDENTS.

The following tables show the number and classification of the students in the several departments during the year :

1.—DEPARTMENT OF CLASSICAL COURSE..... 344

Classes.	Males.	Total.
Freshmen	77	77
Sophomore	62	62
Junior.....	34	34
Senior.....	31	31
Sub-Freshmen.....	140	140
Total.....		344

2.—DEPARTMENT OF SCIENTIFIC COURSE..... 514

Classes.	Males.	Total.
Freshmen.....	76	76
Sophomore.....	41	41
Junior.....	19	19
Senior.....	14	14
Sub-Freshmen	165	165
Sub-Freshmen (1 year course).....	199	199
Total.....		514

Grand Total..... 858

3.—SUMMARY OF RESIDENCES.

	Males.	Total.
Residents of the City and State of New York..	858	858

V.—GRADUATION.

The following statement exhibits the several degrees conferred by the Board of Trustees during said year:

1.—NUMBER RECEIVING THE BACCALAUREATE DEGREE.

	Males.	Total.
Bachelor of Arts.....	31	31
Bachelor of Science.....	14	14
Total for the year.....		45
Total from the origin.....		989

2.—NUMBER RECEIVING THE MASTER'S DEGREE IN COURSE.

	Males.	Total.
Master of Arts.....	4	4
Master of Science.....	1	1
Total.....		5

VI.—COLLEGE HONORS, PRIZES, ETC.

The following statement exhibits the several college honors conferred, and the several prizes, scholarships and fellowships bestowed or held during the said year, together with the names of the several recipients, and the annual money value, if any :

1.—COLLEGE HONORS.

Title of Honor.	Recipients.
Valedictory Address.....	John Prochazka.
Salutatory Address.....	Ernest Ilgen.
Third Honorary Oration.....	Frederick Miller.
Fourth Honorary Oration.....	Reuben Cronson.
Fifth Honorary Oration.....	Morris H. Hayman (excused).
Sixth Honorary Oration.....	William H. Roehan.
Seventh Honorary Oration.....	Edwin C. Dusenbury.

2.—PRIZES, SCHOLARSHIPS, ETC.

Title of Prize, etc.	Value.	Recipients.
Pell Medal, Gold.....	\$25 00	Albert Strauss, Soph., Gen. Proficiency.
Cromwell Medal, Gold..	25 00	Albert Strauss, Soph., History and B. L.
Cromwell Medal, Silver..	5 00	Fred. Strauss, Soph., History and B. L.
Cromwell Medal, Silver..	5 00	G. A. Carls, Soph., History and B. L.
Ward Medal, Bronze....	3 00	Wm. S. Watson, Senior, Chemistry.
" "	3 00	H. E. Brown, Senior, Natural History.
" "	3 00	M. H. Hayman, Sr., Nat. Philosophy.
" "	3 00	Albert Strauss, Soph., Moral Philosophy.
" "	3 00	F. W. Sanders, Junior, Law.
" "	3 00	D. L. Rauch, Junior, English.
" "	3 00	E. Ilgen, Senior, Greek.
" "	3 00	E. Ilgen, Senior, Latin.
" "	3 00	Albert Strauss, Sophomore, French,
" "	3 00	P. O. Wels, Junior, Spanish.
" "	3 00	C. W. Wolferts, Junior, German.
" "	3 00	H. E. Brown, Senior, Oratory.
" "	3 00	H. E. Brown, Senior, Composition.
" "	3 00	H. E. Brown, Senior, Logic.
" "	3 00	M. H. Hayman, Senior, Astronomy.

Title of Prize, etc.	Value.	Recipients.
Ward Medal, Bronze....	3 00	Albert Strauss, Sophomore, History.
“ “	3 00	L. J. Ladinski, Sophomore, Drawing.
“ “	3 00	E. W. Perkins, Sub-Freshman, Algebra and Geometry.
“ “	3 00	D. I. Tompkins, Freshman, Descriptive Geometry.
“ “	3 00	B. Dean, Freshman, Hygiene.
Riggs Medal.....	25 00	H. E. Brown, Senior, Prose Comp.
Riggs Medal... ..	25 00	L. F. Mott, Junior.
Kelly Prize.....	25 00	H. E. Brown, Senior, Best Debater.
Kelly Prize.....	25 00	L. F. Mott, Junior, Best Critique.
Claffin Medal.....	25 00	E. Ilgen, Senior, Greek.
Claffin Medal	25 50	J. L. Bittenweiser, Junior, Latin.
Claffin Medal	5 00	C. A. Downer, Freshman, Greek.
Claffin Medal.....	5 00	G. B. McAuliffe, Freshman, Latin.
Claffin Prize (additional).	Plutarch's Lives,	E. F. Todd, Greek.
Claffin Prize (additional).	Taine's History of Eng. Lit.,	O. E. Kugler, Latin.
Prize of the President of the Board of Trustees.	Green's Hist. of Eng. People,	F. W. Churchill, Sr., Prose Declamation.
Prize of the President of the Board of Trustees,	Longfellow's Poetical Works,	E. B. Graham, Soph., Poetry Declam.
G. R. Lockwood Prize...	Fables de la Fontaine,	W. H. Rachau, Sr., French Translation.

VII.—SUBJECTS OF STUDY.

The several subjects of study required for admission, and the departments of study pursued by the several classes, and the total number of lectures and exercises in each during said year, are set forth in the following statement :

1.—REQUIREMENTS FOR ADMISSION.

Spelling.	History of the United States.
Arithmetic.	English Grammar.
Algebra, to Quadratic Equations.	Drawing.
Geography.	

2.—STUDIES OF UNDERGRADUATE CLASSES.

DEPARTMENT OF STUDY.	NUMBER OF LECTURES AND EXERCISES DURING THE YEAR.			
	Freshman.	Sophomore.	Junior.	Senior.
<i>Course in Arts—</i>				
Ancient Languages, . . .	192	160	224	192
Modern Languages, . . .				160
English Language and Literature	32	96	64	
Mathematical Sciences, . . .	160	96		
Physical Sciences, . . .			128	96
Natural Sciences, . . .	64		64	32
History and Political Sciences, .	96	128		
Philosophical Sciences, . . .		128	96	96
<i>Scientific Course—</i>				
Ancient Languages, . . .	160			
Modern Languages, . . .	160	160	160	160
English Language and Literature	32	96	64	
Mathematical Sciences, . . .	160	96	96	
Physical Sciences, . . .			128	96
Natural Sciences, . . .	64		64	32
History and Political Sciences, .	96	128		
Philosophical Sciences, . . .		128	96	96

VIII.—GROUNDS AND BUILDINGS.

The following statement contains a true account of the dimensions and character of the grounds, and of the dimensions, character and uses of the several buildings belonging to or used by the institution during said year :

1. The grounds consist of a plot on Lexington avenue (150 ft.) and Twenty-third street (200 ft.), and a plot on Twenty-second street (100 x 100 ft.).

2. The buildings are severally as follows: A five (5) story brick and stone building, facing Lexington avenue; a three (3) story brick building on Twenty-second street; together capable of accommodating 1,200 students. Both buildings used only for instruction.

Estimated value, including ground and furniture, \$190,000.

IX.—EDUCATIONAL COLLECTIONS.

The several educational collections belonging to and used by the institution during said year are enumerated in the following statement under the several heads of library, apparatus and collections :

I.—LIBRARY.

Number of volumes added during the year, . . .	562
Present number of volumes,	19,864
Estimated value of library,	\$52,000

2.—APPARATUS.

Physical apparatus, estimated value,	} \$18,000
Chemical apparatus, estimated value,	
Art Department, estimated value,	
	\$1,300

3.—COLLECTIONS.

Zoological, Mineralogical, estimated value, . . . }	\$5,300
Geological, Conchological, estimated value, . . . }	
Historical Cabinet, estimated value,	\$1,200

X.—COLLEGE PROPERTY.

The subjoined statement truly represents the property of the institution at the end of said year under the several heads enumerated :

Grounds and Buildings.....	\$190,000 00
Educational collections.....	77,800 00
Other property.....	39,750 00
Total.....	<hr/> \$307,550 00

Other College property :

Holbrook Library Fund.....	\$5,000 00
Grosvenor Library Fund.....	30,000 00
Pell Medal Fund.....	500 00
Riggs Medal Fund.....	1,000 00
Ward Medal Fund.....	1,000 00
Kelly Medal Fund.....	1,000 00
Claffin Medal Fund.....	1,250 00
Total.....	<hr/> \$39,750 00

XI.—REVENUE AND EXPENDITURES.

The revenue and expenditures of the institution during said year have been as given in the following statement :

1.—REVENUE.

From income of invested funds, Kelly and Pell Medal Funds.....	\$80 00
From income of invested funds, Grosvenor Library Fund..	555 00
From all other sources.....	138,153 41
Total.....	<hr/> \$138,788 41

2.—EXPENDITURES.

For salaries paid for instruction.....	\$115,891 99
For prizes, Kelly and Pell Medals.....	80 00
For improvement and repairs of buildings and grounds...	6,992 20
For fuel and other incidental expenses.....	6,907 36
For all other purposes.....	8,414 11
Total.....	<u>\$138,285 66</u>

XII.—ADDITIONAL INFORMATION.

For further information the Trustees refer to the last annual catalogue and to other printed matter herewith transmitted. They also submit the following additional statements :

Grosvenor Fund for Library Books :

Interest balances 1881.....	\$1,616 43
Interest received 1882.....	555 00
	<u>\$2,171 43</u>
Paid for Library Books.....	52 28
	<u>\$2,119 15</u>
Balance Interest.....	\$2,119 15
The Pell Medal Fund with accumulated Interest..	618 83
The Kelly Medal Fund with accumulated interest,	1,135 00

XIII.—CONCLUSION AND AUTHENTICATION OF REPORT.

The foregoing report was prepared in accordance with the instructions of the Regents of the University and submitted to a meeting of the Board of Trustees, held November 14, 1882, and by them ordered to be duly attested and transmitted to the Board of Regents of the University.

STEPHEN A. WALKER,

Chairman of Board.

LAWRENCE D. KIERNAN,

Secretary.

ANNUAL REPORT
OF THE
FACULTY
OF THE
COLLEGE OF THE CITY OF NEW YORK
TO THE
BOARD OF TRUSTEES
FOR THE
YEAR ENDING JUNE 30, 1882,

College of the City of New York.

NEW YORK, *December 1, 1862.*

To the Board of Trustees of the College of the City of New York:

The Committee appointed to prepare the Annual Report to the Trustees of this College respectfully submit the following for the consideration of the Faculty, and unanimously recommend its adoption.

CHARLES G. HERBERMANN, SOLOMON WOOLF, JAMES WEIR MASON,	}	<i>Committee of the Faculty.</i>
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On motion, the Report was adopted, and the President and Secretary were directed to sign and transmit the same to the Board of Trustees.

ADOLPH WERNER,
Secretary to the Faculty.

REPORT.

To the Board of Trustees of the College of the City of New York :

GENTLEMEN—In compliance with section 19 of the Manual of the College, the Faculty herewith submit their report for the year ending June 30, 1882.

On Commencement Day, June 29, 1881, there were on the rolls of the College 882 students, classified as follows :

In the Senior Class	47
“ Junior “	68
“ Sophomore Class	123
“ Freshman “	171
“ Sub-Freshman Class.. { Coll., 285 } { One year, 188 }	473
	882

During the first term, ending January 27th, 1882, there left or were dismissed :

From the Senior Class	2
“ Junior “	15
“ Sophomore Class	24
“ Freshman “	26
“ Sub-Freshman Class { Coll., 17 } { One year, 28 }	45
	112
Total	

In the Senior Class	45
“ Junior “	71
“ Sophomore Class ..	93
“ Freshman “	198
“ Introductory “ Coll., 308 } Com., 159 }	467
Total.....	874

For the names of the students admitted, as required by the Manual, the Faculty respectfully refer you to the Thirty-fourth Annual Register of the College of the City of New York.

The Faculty begs leave to invite your consideration of the last two Merit Rolls of the College. You will find therein ample proof that the students in the upper classes continue to attain a high degree of scholarship, and to do credit to their Alma Mater and the gentlemen entrusted with her government. The members of the graduating class deserve especial mention, and, like their predecessors, will no doubt do honor to the College in the calling which they may choose.

The Faculty regrets, however, that there is a falling off in scholarship in the Sub-Freshman class for the past two years. This appears from Exhibit A, herewith submitted. The classes are composed of the candidates admitted under the system of examination ordered by your Board in June, 1880 and 1881. Former classes were admitted under rules established by the Faculty, and based upon long years of experience. The decline spoken of may seem strange, for many are under the impression that by the change of rules the standard of admission was raised from 50 to 75 per cent. This supposition, however, is not in accordance with the facts. Before 1880, admission did not depend on any percentage of the average of all the marks received by the candidate at the examination. Those who

received less than fifty per cent. in three subjects out of seven were rejected, no matter how high their standing in other branches or how high their general average. If any candidate received less than 45 per cent. in two subjects, or less than 35 per cent. in any, he was not admitted. Experience has shown that a candidate may receive 75 per cent. of the general average, and still fall below 45 per cent. in the essential studies.

These rules were based on the view that the purpose of the examination for admission is to determine, as far as possible, whether the candidate is able or not to pursue the College course successfully. The Faculty has been thoroughly convinced that all subjects of study do not deserve equal weight in deciding this question. For instance, drawing and writing, however valuable in their own way, are hardly proof of a clear judgment or a retentive memory, or of power of verbal expression. Many great men have been notoriously bad spellers. Failure in history and geography, if due to lack of memory, should cause rejection, but lads with very excellent memories often fail in these studies because they rely too much on their good memory. Besides, neither history nor geography is studied in the higher classes of the Grammar Schools, except by way of review for the College examination. Success in arithmetic, algebra or grammar, is a proof not only of a fair memory, but also of the intelligence and judgment so indispensable for the higher studies in College. Moreover, these branches are respectively the basis of the mathematical and linguistic studies pursued in College. A poor arithmetician will probably break down in his mathematics; a poor grammarian is almost certain to fail in his linguistic studies. If these views be founded in reason, they explain the falling off in scholarship of the last two classes. For a candidate may

be very weak in arithmetic and grammar, and still secure an average of 75 per cent. in all the subjects, if he chance to receive high marks in drawing, spelling, and the memory studies. On the other hand, a lad with a high record in arithmetic and grammar may fail to receive the required 75 per cent. if he be a bad draughtsman and should have only medium marks in other studies.

Since these views have been confirmed by experience and observation, the Faculty has deemed it to be its duty to lay them before you.

From the foundation of the College the study of the vernacular has always held a very important place in its curriculum. Following out this tradition, the Faculty desires to suggest still further improvements in this direction. At present the Seniors and Juniors write only two English compositions annually, the Sophomores three, and the Freshmen four. Practice, all allow, is the chief means of acquiring mastery in the art of composition. Hence, the Faculty is of opinion that the number of compositions should be increased, and the students of the before mentioned classes be required to write at least six compositions every year. Of course, these compositions should be carefully corrected by a competent instructor, who should also from time to time verbally explain the correction thus made. As it takes at least half an hour to correct a composition thoroughly, and nearly as much more to explain verbally to the student the reasons for the corrections, it will require not less than eighteen hundred hours per annum to perform the work required by correction and explanation.

Your Honorable Board will readily perceive that this extra amount of labor cannot be performed by the force of instructors at present employed. The faculty therefore feel justified in recommending that additional instructors be appointed for

this most necessary work ; and as your Honorable Board has always manifested a sincere desire to improve the course of study in the College, the Faculty are confident that this recommendation will meet with your approval.

EXHIBIT A.

Under the Faculty rules in the years

1874-5, 26 % of the Sub-Freshman Class received
more than 80 % ; in

1875-6, 24 % ; in

1876-7, 19 % ; in

1877-8, 20 % ; in

1878-9, 20 % ; and in

1879-80, 29 % ; an

average of 17 %.

Under the 75 % rule, in the years

1880-1, 17 % of the same class received more than
80 % ; in

1881-2, 17 % ; an

average of 17 %.

Under the Faculty rules in the years

1874-5, 12 % of the Sub-Freshman Class received
less than 60 % ; in

1875-6, 14 % ; in

1876-7, 17 % ; in

1877-8, 17 % ; in

1878-9, 18 % ; in

1879-80, 10 % ; an

average of 14½ %.

Under the 75 % rule in the years

1880-81, 14 % received less than the 16 %, and in
1881-2, 25 %; an

average of $19\frac{1}{2}\%$.

Hence it appears—

1st. That during the last eight years there were never so few excellent scholars (above 80 per cent.) admitted, as during the last two years under the 75 per cent. rule.

2d. That during the same period there were never so many poor scholars (below 60 per cent.) admitted as in June, 1881, under the 75 per cent. rule.

3d. That comparing the average of students who received more than 80 per cent. for the last two years with the average of the same students during the previous six years, there is a difference of 6 per cent. in favor of candidates who were admitted under the Faculty rules.

4th. That making the same comparison in the case of students who fall below 60 per cent., there is a difference of 5 per cent. in favor of the same candidates.

5th. That the method pursued at the examinations in June, 1880 and 1881, to determine what students should enter the College, does not recommend itself to the Faculty as being the best for ascertaining the fitness of candidates for admission.

ALEX. S. WEBB,

President.

ADOLPH WERNER,

Secretary.

INDEX.

	Page
COMMITTEE ON ANNUAL REPORT.....	2
MEMBERS OF THE BOARD OF EDUCATION... ..	3
LIST OF PRESIDENTS AND CLERKS, 1842-1882.....	4
LAW CALLING FOR ANNUAL REPORT.....	6
 REPORT:	
Whole number of Schools.....	11
Schools from which reports have been made.....	12
Amount of money drawn from Comptroller.....	14
How obtained.....	14
How expended.....	15
Whole number taught, 1878-1882.....	19
Average attendance, 1878-1882.....	19
Number and cost of teachers.....	20
State School Tax, 1855-1882.....	22
Statement of cost in each department.....	23
Cost per scholar.....	26
School accommodations—Sites.....	27
“ “ —Buildings.....	28
Ventilation.....	29
Heating.....	30
Supplies.....	31
Teachers and Salaries.....	32
Discipline.....	35
German and French.....	37
Schools for Colored Children.....	37
Evening High School.....	38
Evening Schools.....	40
Normal College.....	40
Nautical School.....	43
The College of the City of New York.....	44

SCHEDULES:

	Page
No. 1. Employés, Inspectors and Trustees.....	55
" 2. Number of Schools in each Ward.....	63
" 3. Average Attendance and Whole Number Taught.....	64
" 4. Expenditures for Salaries and other Expenses.....	78
" 5. Expenditures for Rents, New Buildings, etc.....	79
" 6. Apportionment to Ward and Corporate Schools....	80
" 7. Financial Statement for 1882.....	84
" 8. Expenses of Evening and Colored Schools.....	98
" 9. Payments for Salaries by Wards.....	99
" 10. Location, Size of Buildings and Sites, Cost, etc.....	100
" 11. Moneys appropriated, 1873-1882.....	106
" 12. Seating Capacity, etc.....	107

APPENDICES.

REPORT OF THE CITY SUPERINTENDENT:

Number and Classification of Schools.....	117
Attendance of Pupils.....	118
Number of Pupils in each Grade.....	126
Percentage " " "	127
Promotions.....	129, 130
Teachers.....	132
Licenses of Teachers.....	133
Superintendency	136
Examination of Schools.....	139
Character of Instruction (Table).....	140
" " Discipline "	140
General Management "	141
Table of Comparative Efficiency, 1881 and 1882.....	142, 143
Average Standing of the Schools (Table).....	144
Average Result of Examinations (Table)....	145
Discipline.....	145
Studies and Progress.....	146
Reading.....	146
Spelling.....	148
Meaning and Use of Words.....	150
Arithmetic.....	151
Penmanship and Slate Writing.....	153

REPORT OF THE CITY SUPERINTENDENT—Continued—

	Page
Composition and Grammar.....	155
Geography.....	156
History of the United States.....	160
Object Lessons and Oral Instruction.....	161
Drawing.....	164
Music.....	165
German and French.....	166
Sanitary Condition of the Schools.....	167
Nautical School.....	169
Corporate Schools.....	169
Evening Schools.....	171
Evening School Statistics (Table).....	172
Compulsory Education.....	173
“ “ (Schedule).....	178
Number of Children between ages of 8 and 14 arrested for the past five years (Table).....	182
School Population—Census of 1880, etc.....	183

REPORT OF THE PRESIDENT OF THE NORMAL COLLEGE:

Faculty and other Instructors.....	187-191
The Four Years' Course of Study.....	193
Substitute Teachers.....	194
Qualifications of the Graduates.....	196
Publication of Marks.....	197
Admissions from the Public Schools.....	197
Competition between the two Colleges.....	199
The Influence of the two Colleges.....	199
The Training Department.....	201
Necessary and Ornamental Studies.....	202
Class Honors.....	205
Statistics.....	206
Examination Papers.....	212

COURSE OF INSTRUCTION:

Grammar Schools.....	231
Primary Schools.....	242
General Directions for Primary Course.....	248
Promotions from Primary Schools—How and when made.....	252

COURSE OF INSTRUCTION—Continued—	Page
Course of Instruction in German Language.....	253
“ “ “ French “	255
Regulation of Studies out of School.....	256
Music, Drawing, French or German.....	257
Examination of Classes by Principal	258
Examination by City Superintendent.....	258
Evening Schools—Juniors.....	259
English Language for Classes of Foreigners	269
Evening Schools—Seniors.....	272
 REPORT OF THE SUPERINTENDENT OF SCHOOL BUILDINGS	 273
Sites.....	273
New Buildings... ..	274
Repairs, etc.	275
Contingent Fund.....	276
Seating Capacity... ..	277
Number of Classes and Rooms in each Ward (Table).....	280
Ventilation.....	282
 REPORT OF THE ENGINEER.....	 283
 REPORT OF THE SUPERINTENDENT OF THE NAUTICAL SCHOOL	 286
Report of Council of Chamber of Commerce.....	288
“ “ Committee of Experts.....	294
“ “ the Surgeon.....	297
 REPORT OF THE PRINCIPAL OF THE EVENING HIGH SCHOOL:	
Table of Studies, Average Attendance, Instruction, etc.....	301
Latin, Political Science and History.....	301
English Grammar and Composition.....	302
Drawing.....	302
Reading and Declamation.....	303
Chemistry.....	303
Penmanship, Arithmetic and Bookkeeping.....	303
Mathematics.....	304
Phonography.....	304
Anatomy and Physiology.....	304
German.....	305

REPORT OF THE PRINCIPAL OF THE EVENING HIGH SCHOOL—Continued—	Page
French.....	306
Spanish.....	306
Prizes and Prizemen.....	306

REPORT OF THE TRUSTEES OF THE COLLEGE OF THE CITY OF NEW YORK:

Calendar.....	311
Board of Trustees.....	312
Faculty.....	313
Students.....	314
Graduation.....	315
College Honors, Prizes, etc.....	316
Subjects of Study	317
Grounds and Buildings	319
Educational Collections.....	319
College Property.....	320
Revenues and Expenditures.....	320
Additional Information.....	321

REPORT OF THE FACULTY OF THE COLLEGE OF THE CITY OF NEW YORK....	324
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